

# MODUL Pembelajaran Jarak Jauh

PADA MASA PANDEMI COVID-19  
UNTUK JENJANG SMP

Mata Pelajaran  
BAHASA INGGRIS

Kelas VII  
Semester Gasal





MODUL

# Pembelajaran Jarak Jauh

PADA MASA PANDEMI COVID-19  
UNTUK JENJANG SMP

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**Mata Pelajaran Bahasa Inggris**

Kelas VII – Semester Gasal

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Kementerian Pendidikan dan Kebudayaan RI  
Direktorat Sekolah Menengah Pertama  
Tahun 2020

**MODUL PEMBELAJARAN JARAK JAUH  
PADA MASA PANDEMI COVID-19 UNTUK JENJANG SMP**

Mata Pelajaran Bahasa Inggris – Kelas VII Semester Gasal

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Direktorat Sekolah Menengah Pertama  
Direktorat Jenderal Pendidikan Anak Usia Dini,  
Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI

Dilindungi Undang-Undang

**MILIK NEGARA – TIDAK DIPERDAGANGKAN**

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**MODUL 1**

**It's My Family and Me**

**Penulis:** Aridyah Niken Harjanti, M.Pd.

**MODUL 2**

**What Time is it?**

**Penulis:** Dwi Nartini, M.Pd.

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**Desain Visual**

MS Lubis

**Sumber Ilustrasi**

freepik.com

**Sumber Image Cover**

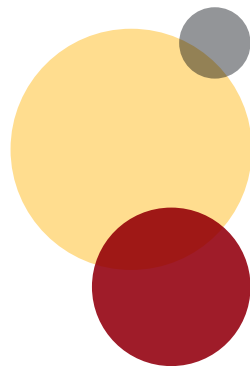
<https://assets.puzzlefactory.pl/puzzle/239/842/original.jpg>

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# KATA PENGANTAR



**PUJI SYUKUR** kehadiran Allah SWT, karena atas limpahan rahmat-Nya, kami dapat melaksanakan salah satu tugas dan fungsi Direktorat Sekolah Menengah Pertama (SMP) yang tertuang dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 9 Tahun 2020, tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor: 45 Tahun 2019, tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan, antara lain “pelaksanaan kebijakan penjaminan mutu di bidang penilaian pada sekolah menengah pertama” dan “fasilitasi penyelenggaraan di bidang penilaian pada SMP”.

Sejalan dengan pelaksanaan tugas dan fungsi tersebut serta beberapa kebijakan dan regulasi terkait lainnya, khususnya kebijakan dan regulasi yang terkait dengan pelaksanaan pendidikan pada masa pandemi Covid-19, kami telah berhasil menyusun sejumlah modul dari sembilan mata pelajaran, yang disesuaikan dengan kebijakan kurikulum kondisi khusus dan pelaksanaan Pembelajaran Jarak Jauh (PJJ) pada masa pandemi Covid-19 untuk jenjang Sekolah Menengah Pertama (SMP). Selain itu, telah dihasilkan pula buku Pedoman Pengelolaan Pembelajaran Jarak Jauh jenjang SMP pada masa pandemi Covid-19. Penyiapan do-

kumen-dokumen tersebut dilakukan dalam rangka mendukung pelaksanaan kebijakan penjaminan mutu dan pemberian fasilitasi penyelenggaraan pendidikan, khususnya untuk jenjang SMP pada masa pandemi Covid-19 ini.

Besar harapan kami agar dokumen-dokumen yang dihasilkan oleh Direktorat SMP bersama tim penulis yang berasal dari unsur akademisi dan praktisi pendidikan tersebut, dapat dimanfaatkan secara optimal oleh semua pihak terkait, baik dari unsur dinas pendidikan kabupaten/kota, para pendidik, dan tenaga kependidikan, sehingga pada akhirnya dapat menjadi bagian alternatif yang membantu sekolah dalam penyelenggaraan pendidikan.

Kami menyadari bahwa dokumen yang dihasilkan ini masih terdapat banyak kekurangan. Oleh karena itu, kami sangat mengharapkan kritik dan saran dari berbagai pihak, untuk perbaikan dan penyempurnaan lebih lanjut.

Kami menyampaikan ucapan terima kasih dan penghargaan yang setinggi-tingginya atas peran serta aktif dari berbagai pihak dalam penyusunan semua dokumen yang dikeluarkan Direktorat SMP tahun 2020 ini. Secara khusus diucapkan terima kasih dan penghargaan kepada tim penyusun yang telah bekerja keras dalam menuntaskan penyusunan dokumen-dokumen tersebut.

Jakarta, September 2020

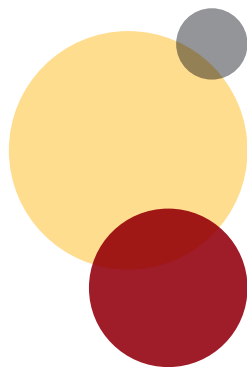
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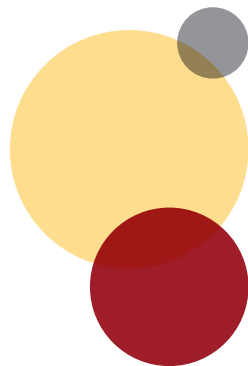
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# PENDAHULUAN



**MODUL** ini merupakan bahan ajar berseri yang dirancang untuk Ananda gunakan dalam belajar mandiri. Modul ini akan membantu dan memberikan pengalaman belajar yang bermakna bagi Ananda untuk mencapai kompetensi yang dituju secara mandiri.

Sebagai bahan ajar, unsur-unsur pokok modul ini terdiri atas (a) tujuan pembelajaran, (b) aktivitas pembelajaran, dan (c) evaluasi. Tujuan pembelajaran menjadi sasaran penguasaan kompetensi yang dituju dalam belajar. Aktivitas pembelajaran berupa aktivitas-aktivitas yang Ananda akan lakukan agar memperoleh pengalaman-pengalaman belajar yang bermakna dalam mencapai tujuan pembelajaran. Evaluasi ialah proses penentuan kesesuaian antara proses dan hasil belajar dengan tujuan pembelajaran. Dalam hal ini, evaluasi bertujuan untuk memberikan latihan sekaligus mengukur tingkat ketercapaian kompetensi yang Ananda peroleh sesuai dengan tujuan pembelajaran yang telah ditetapkan pada bagian awal modul.

Modul ini menggunakan pendekatan belajar tuntas. Dalam hal ini Ananda harus mencapai tingkat ketuntasan kompetensi tertentu sebelum Ananda melanjutkan untuk pencapaian kompetensi selanjutnya pada modul berikutnya.

Belajar mandiri ialah proses belajar aktif yang Ananda akan lakukan dengan menggunakan modul ini. Dalam belajar aktif tersebut dibutuhkan dorongan niat atau motif Ananda untuk menguasai kompetensi yang telah ditetapkan pada bagian awal modul. Sasaran utama dalam belajar mandiri tersebut ialah Ananda dapat memperoleh kompetensi yang telah ditetapkan serta memperoleh kemandirian dalam belajar.

Aktivitas pembelajaran dalam modul ini berpusat pada diri Ananda, bukan pada guru maupun materi ajar. Artinya, Ananda merupakan subjek yang aktif dan bertanggung jawab dalam pembelajaran Ananda sendiri sesuai dengan kecepatan belajar Ananda.

Strategi pembelajaran dalam modul ini memfasilitasi pengalaman belajar bermakna. Selain memperoleh kompetensi utama, yaitu kompetensi yang ditetapkan pada tujuan pembelajaran, Ananda juga akan memperoleh pengalaman belajar terkait dengan pengembangan karakter, literasi, berpikir kritis, kreativitas, kolaborasi, dan komunikasi efektif.

Modul ini juga dapat digunakan oleh orang tua Ananda secara mandiri untuk mendukung aktivitas belajar Ananda di rumah. Dukungan orang tua sangat diharapkan agar Ananda benar-benar memiliki kebiasaan belajar yang mandiri dan bertanggungjawab. Orang tua juga diharapkan menyediakan diri untuk berdiskusi dan terlibat dalam aktivitas belajar jika Ananda membutuhkannya.

Aktivitas-aktivitas belajar Ananda dalam modul ini ini sedapat mungkin memaksimalkan potensi semua sumber belajar yang ada di lingkungan sekitar Ananda. Amatilah dan manfaatkanlah.

Setiap aktivitas pembelajaran dapat disesuaikan dengan kondisi Ananda, orang tua, guru, sekolah, dan lingkungan sekitar.

Bagaimana pun utamakan kesehatan. Jangan melakukan hal-hal yang membahayakan kesehatan diri sendiri, keluarga, guru, sekolah, dan lingkungan Ananda.

Tetap semangat dan selamat belajar!



# MODUL 1

# IT'S MY FAMILY AND ME



Gambar 1

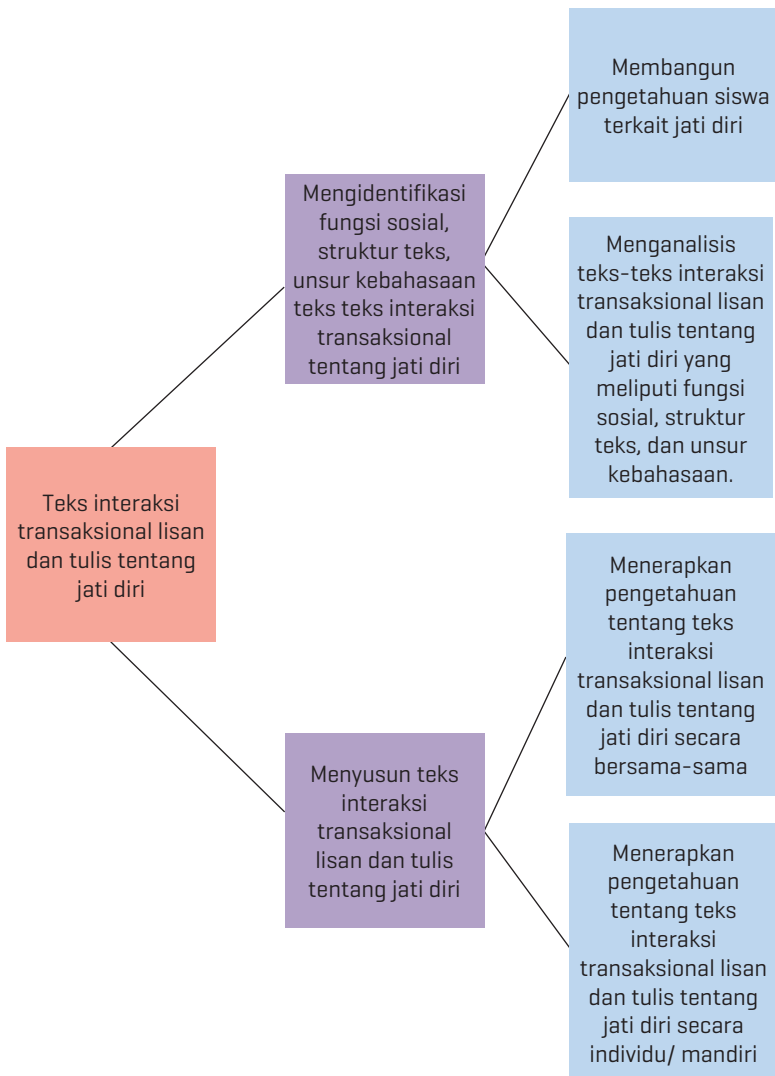
## KOMPETENSI DASAR

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- 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; pronoun (*subjective, objective, possessive*))
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks



## PETA KOMPETENSI



## TUJUAN PEMBELAJARAN

---

### Lesson 1:

1. Melalui kegiatan mengamati gambar kartu pelajar dan menjawab pertanyaan berdasarkan gambar tersebut, siswa dapat memahami poin-poin penting terkait topik jati diri dengan tepat.
2. Melalui kegiatan menyimak teks lisan yang diperdengarkan, siswa dapat mengidentifikasi informasi penting terkait topik jati diri dengan tepat.
3. Melalui kegiatan diskusi dengan teman dan atau keluarga, siswa dapat mengidentifikasi ungkapan- ungkapan terkait topik jati diri dari teks yang disajikan (lisan & tulis) dengan tepat.
4. Melalui kegiatan membaca dan melengkapi bagan (family tree), menjawab pertanyaan (completion, labelling, matching, short answer), siswa dapat mengidentifikasi kosakata terkait topik jati diri dengan tepat.
5. Melalui kegiatan mengamati gambar, membaca teks dan menjawab pertanyaan , siswa dapat mengidentifikasi berbagai bentuk teks terkait jati diri, dan informasi utama, ungkapan-ungkapan, serta kosakata yang terkait (unsur pembentuk teks) dengan tepat.
6. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat menunjukkan rasa tanggung jawab, disiplin dan percaya diri.
7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.

## Lesson 2:

1. Melalui kegiatan membaca teks percakapan dalam bentuk komik dan menuliskan kembali dialog dalam komik, siswa dapat memahami struktur teks percakapan tentang jati diri dan ungkapan yang tepat dengan tepat..
2. Melalui kegiatan membaca teks percakapan tentang jati diri, siswa dapat menemukan informasi terkait isi percakapan (informasi tentang fungsi sosial teks) dengan benar.
3. Melalui kegiatan menirukan ungkapan dalam teks percakapan yang dicontohkan guru, siswa dapat melafalkan ungkapan meminta dan memberi informasi tentang jati diri dengan benar.
4. Melalui kegiatan melengkapi teks percakapan rumpang, siswa dapat memahami kosakata & ungkapan meminta dan memberi informasi tentang jati diri dengan tepat.
5. Melalui kegiatan menuliskan kembali teks percakapan tentang jati diri, siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks dengan baik.
6. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat menunjukkan sikap tanggung-jawab, disiplin dan percaya diri.
7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.

## Lesson 3:

1. Melalui kegiatan mendengarkan ungkapan lisan yang diucapkan guru, siswa dapat memahami ungkapan membuka

- dan menutup percakapan serta meminta dan memberi informasi tentang jati diri dengan memberikan respon lisan dengan tepat.
2. Melalui kegiatan mengamati kartu identitas dan melengkapi script percakapan tentang jati diri, siswa dapat memahami struktur teks dan unsur kebahasaan teks percakapan dengan baik.
  3. Melalui kegiatan bermain peran dengan kartu situasi yang disediakan, siswa dapat melakukan/ memperagakan dialog lisan tentang jati diri dengan baik.
  4. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat meningkatkan rasa tanggung jawab, disiplin dan percaya dirinya.
  5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
  6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.

#### **Lesson 4:**

1. Melalui kegiatan mencermati template/ format biodata yang menarik dan mengisi template/ format tsb dengan data pribadi, siswa dapat memahami komponen jati diri dengan baik.
2. Melalui kegiatan melakukan interview (baik secara langsung/ tatap muka, telepon, ataupun aplikasi medsos: WA,IG, Twitter, dll), siswa dapat menyusun teks lisan dan tulis (melakukan dialog/ percakapan tentang jati diri) dengan baik dan percaya diri.
3. Melalui kegiatan bermain peran dengan kartu situasi yang

disediakan, siswa dapat melakukan/ memperagakan dialog lisan tentang jati diri dengan baik.

4. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat meningkatkan rasa tanggung jawab, disiplin dan percaya diri.
5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.

Pembelajaran ke ...	Peran Guru	Peran Orang tua
1 [Lesson1]	<ol style="list-style-type: none"> <li>1. Menyediakan bahan ajar utama dan bahan ajar pendukung</li> <li>2. Membaca teks yang harus disimak siswa apabila siswa tidak memiliki fasilitas untuk mengaksesnya</li> <li>3. Memberikan bantuan teknis apabila siswa mengalami kendala</li> </ol>	<ol style="list-style-type: none"> <li>1. Memastikan ketersediaan bahan ajar</li> <li>2. Memberikan bantuan teknis apabila anak mengalami kendala</li> <li>3. Menjembatani komunikasi antaraguru dengan anak</li> </ol>
2 [Lesson2]	<ol style="list-style-type: none"> <li>1. Menyediakan bahan ajar utama dan bahan ajar pendukung</li> <li>2. Membaca teks yang harus disimak siswa apabila siswa tidak memiliki fasilitas untuk mengaksesnya</li> <li>3. Memberikan bantuan teknis apabila siswa mengalami kendala</li> </ol>	<ol style="list-style-type: none"> <li>1. Memastikan ketersediaan bahan ajar</li> <li>2. Memberikan bantuan teknis apabila anak mengalami kendala</li> <li>3. Menjembatani komunikasi antaraguru dengan anak</li> </ol>

3 [Lesson3]	<ol style="list-style-type: none"> <li>1. Memberikan bantuan teknis apabila siswa mengalami kendala</li> <li>2. Memberikan dukungan moril agar siswa bersemangat dan percaya diri dalam menyusun teks lisan dan tulis</li> </ol>	<ol style="list-style-type: none"> <li>1. Memastikan keberadaan partner bagi anak untuk praktik</li> <li>2. Memberikan bantuan teknis apabila anak mengalami kendala</li> <li>3. Menjembatani komunikasi antara guru dengan anak</li> </ol>
4 [Lesson4]	<ol style="list-style-type: none"> <li>1. Memberikan bantuan teknis apabila siswa mengalami kendala</li> <li>2. Memberikan dukungan moril agar siswa bersemangat dan percaya diri dalam menyusun teks lisan dan tulis</li> </ol>	<ol style="list-style-type: none"> <li>1. Memastikan keberadaan partner bagi anak untuk praktik</li> <li>2. Memberikan bantuan teknis apabila anak mengalami kendala</li> <li>3. Menjembatani komunikasi antara guru dengan anak</li> </ol>

# LESSON 1

## WHAT DO YOU KNOW ABOUT IT?

At the end of the lesson, you will be able to explain various information about personal identity.

### ACTIVITY 1



Dear students, study the pictures, and then, answer the questions that follow.

*Ananda sekalian, pelajariilah gambar berikut! Lalu jawablah pertanyaan yang mengikutinya!*





[Gambar 2, 3, 4 & 5]

1. What do you feel when you look at those pictures?
2. Do they remind you of your friends?
3. Do you miss your old friends in the elementary school?
4. Mention some of your elementary school friends.
5. Now, tell me about some of your new friends in the junior high school.

## ACTIVITY 2




Thanks for answering the questions in Activity 1. You found some new words, right? Match the words with their Indonesian meanings by drawing lines.

*Terima kasih sudah menjawab pertanyaan-pertanyaan di Aktivitas 1. Ananda menemukan beberapa kata baru dalam Bahasa Inggris, bukan? Jodohkan kata-kata berikut dengan artinya dengan menggambar garis!*



## New Words

## Indonesian Meaning

- |                        |                                      |
|------------------------|--------------------------------------|
| 1. Look at             | a. Mengingatkan                      |
| 2. Answer              | b. Merindukan/ kangen                |
| 3. Remind              | c. Ceritakan                         |
| 4. Miss                | d. Lihatlah                          |
| 5. Tell                | e. Jawablah                          |
| 6. Mention             | f. Sebutkan                          |
| 7. Pictures            | g. SMP<br>(Sekolah Menengah Pertama) |
| 8. Friend              | h. SD (Sekolah Dasar)                |
| 9. New Friends         | i. Gambar-gambar/ foto-foto          |
| 10. Old Friends        | j. Pertanyaan-pertanyaan             |
| 11. Feel               | k. Merasa/ rasakan                   |
| 12. Questions          | l. Teman-teman lama                  |
| 13. Elementary school  | m. Teman-teman baru                  |
| 14. Junior High School | n. Teman                             |
- 

### ACTIVITY 3



Tell us about your best friends by filling in the table with their data. Stick their photos if you have.

*Ceritakan pada kami tentang teman-teman dekat Ananda dengan cara mengisi tabel berikut ini! Tempelkan foto mereka jika Ananda punya!*

My Best Friends	
In the Elementary School [SD]	In the Junior High School [SMP]
<div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;">Photo</div> <p>Name: _____ School: _____ Address: _____</p>	<div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;">Photo</div> <p>Name: _____ School: _____ Address: _____</p>
<div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;">Photo</div> <p>Name: _____ School: _____ Address: _____</p>	<div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;">Photo</div> <p>Name: _____ School: _____ Address: _____</p>

## ACTIVITY 4



Study the picture and answer the questions. A box of key words may help you.

*Perhatikan gambar dan jawablah pertanyaan-pertanyaan berikut! Kotak berisi kata-kata kunci yang akan membantu Anda memahami gambar dan pertanyaan-pertanyaan yang dimaksud.*



Gambar 6

1. What picture is that?
2. What is the name of the girl in the picture?
3. What is she?
4. What school does she go to?
5. What class is she in?

6. When was she born?
7. What is her address?
8. Do you have that kind of card?

<ul style="list-style-type: none"> <li>· Address : Alamat</li> <li>· Birth : Kelahiran</li> <li>· Born : Lahir</li> <li>· Card : Kartu</li> <li>· Class : Kelas</li> <li>· Date : Tanggal</li> <li>· Girl : Gadis</li> </ul>	<ul style="list-style-type: none"> <li>· Guardian : Wali/ wakil ortu</li> <li>· Have : Mempunyai</li> <li>· High School : SMA</li> <li>· Kind : Macam/ jenis</li> <li>· Name : Nama</li> <li>· No. [Number] : Nomor</li> <li>· Phone/ telephone : Telpun</li> </ul>
--	---

## ACTIVITY 5



Here is a template of a student ID card. Choose 6 appropriate information from the box to fill in the card.

*Berikut ini adalah format kartu pelajar. Pilihlah 6 kata yang tepat dari kotak yang disediakan untuk mengisi kartu tersebut!*

· Academic year	· Address	· Age	· Class
· Date of birth	· Hobby	· Name	· Photo
· Phone No.	· School	· School Logo	· Signature

1.	2.
3.	4.
	5.
	6.

## ACTIVITY 6



It's time to create your own ID card. Fill in the card below with your data.

*Sekarang saatnya ananda membuat kartu identitas sendiri. Isilah kartu berikut ini dengan data Ananda.*

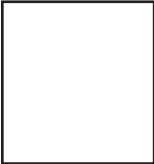
	Name:
	Address:
	Phone No.:
	Email:
	Date of Birth:
	School of Class:

## ACTIVITY 7



Listen to your teacher. Fill in the card based on what you have heard.

*Dengarkan teks yang diperdengarkan oleh guru ananda. Isilah data pada kartu berikut berdasarkan teks yang diperdengarkan!*

	Name: Address: School: Grade:
---	--

## ACTIVITY 8



Based on the same text in Activity 4, answer the following questions.

*Berdasarkan teks yang sama di Activity 4, jawablah pertanyaan berikut ini!*

1. What is the speaker talking about?
2. What is the complete name of the girl?
3. What school does she go to?
4. What class is she in?

5. What is the relationship between the speaker and the girl described?

## ACTIVITY 9



Let's study another text. Read the text carefully to answer the questions.

*Ananda sekalian, mari belajar teks yang lain. Pelajari dengan baik teks berikut ini untuk menjawab pertanyaan!*



Good morning, everyone. Let me introduce my friend. He is Arya. His complete name is Arya Yuda Mahardika. He lives in Semarang with his parents and two sisters. Arya is the eldest child in his family. He is a good boy. His parents are very proud of him.

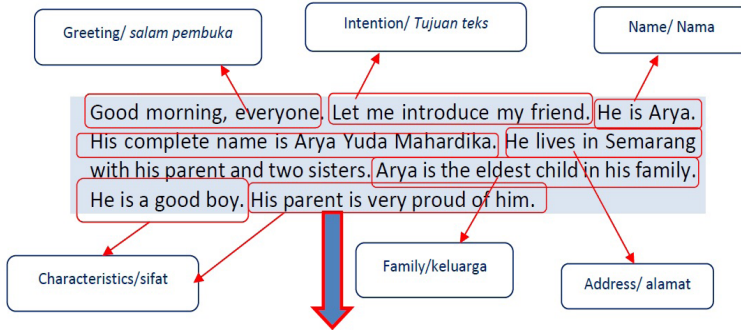
1. What is the speaker talking about?
2. What is the complete name of the boy?
3. Where does he live?
4. How many sisters does he have?
5. What is the relationship between the speaker and the boy described?

## ACTIVITY 10



Let's study the text in Activity 9 more deeply.

*Ananda sekalian, mari kita belajar lebih dalam tentang teks yang sudah Ananda baca di Activity 9.*



NO	EXPRESSIONS	ABOUT WHAT
1.	Good morning, everyone.	Greeting
2.	Let me introduce my friend.	Intention
3.	He is Arya.	Name
4.	His complete name is Arya Yuda Mahardika.	Name
4.	He lives in Semarang with his family and two sisters.	Address
5.	Arya is the eldest child in his family.	Family
6.	He is a good boy. His parents are proud of him.	Characteristics



## ACTIVITY 11



It's time for you to identify the topics of personal identity and the related expressions. Study the three texts carefully to complete the table.

*Ananda sekalian, sekarang saatnya belajar menemukan topik- topik tentang jati diri dan ungkapan yang terkait. Pelajari dengan baik tiga teks berikut ini untuk melengkapi tabel!*

1.



Good day, everyone. Let us introduce ourselves. I am Nina and here is my best friend, Ratih. We are classmates. We go to SMP Tunas Bangsa Yogyakarta. When our teacher gives us a home assignment, we always do it together.

2.



Good morning, everyone. Let me tell you about my siblings. I have three siblings. They are two brothers and one sister. Their names are Adi, Tanto and Dara. They take care of me well. I love them very much.

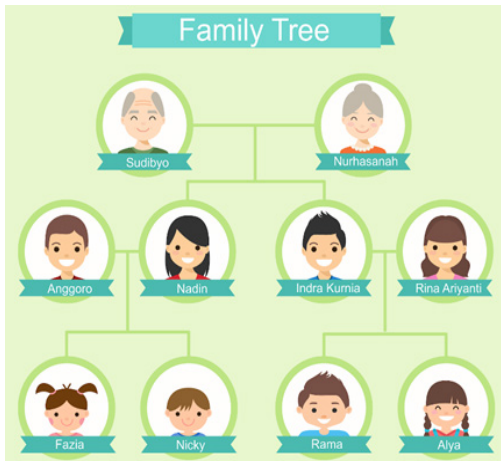
3.



Hello friends, let me tell you about my pet. It is a cat. Its name is Pussy. It has a long tail. Pussy is so tame that everybody loves it very much.

NO	INFORMATION ABOUT ...	EXPRESSIONS :		
		TEXT 1	TEXT 2	TEXT 3
1.	Topic	.....	.....	.....
2.	Greeting	.....	.....	.....
3.	Intention	.....	.....	.....
4.	Name	.....	.....	.....
5.	Address	.....	.....	.....
6.	Family	.....	.....	.....
7.	Characteristics	.....	.....	.....

## ACTIVITY 12



Gambar 7

Listen to your teacher while studying the picture of the family tree.

*Pelajari gambar pohon keluarga berikut ini sambil mendengarkan guru Ananda membacakan teks tentang gambar tersebut!*

## ACTIVITY 13



Complete the sentences below based on the picture in Activity 9. The words in the box will help you.

*Lengkapi kalimat berikut berdasarkan gambar di Activity 9.*

*Kata-kata dalam kotak dapat membantu Ananda!*

1. Mr. Sudibyo and Mrs. Nurhasanah are a husband and a \_\_\_\_.
2. They have one \_\_\_\_, Nadin and one \_\_\_\_, Indra KurAlya.
3. Anggoro is Nadin's \_\_\_\_.
4. Rina ariyanti is Indra's \_\_\_\_.
5. Mr. Anggoro and Mrs. Nadine have two \_\_\_\_.
6. Mr. Indra KurAlya and Mrs. Rina Ariyanti also have two \_\_\_\_.
7. Fazia is Niki's \_\_\_\_.
8. Rama is Alya's \_\_\_\_.
9. Fazia and Niki are Rama's and Alya's \_\_\_\_.
10. Rama is Mr. and Mrs. Anggoro's \_\_\_\_.
11. Fazia is Mr. and Mrs. Indra's \_\_\_\_.
12. Mr. Anggoro is Rama's and Alya's \_\_\_\_.
13. Mrs. Nadin is Rama's and Alya's \_\_\_\_.
14. Mr. and Mrs. Sudibyo have 4 \_\_\_\_.
15. Mr. Sudibyo is Fazia's, Niki's, Rama's and Alya's \_\_\_\_.

### Vocabulary on Family members

· Grand parents	· Children	· Aunty	· Wife
· Grandpa	· Son	· Niece	· Husband
· Grandma	· Daughter	· Nephew	· Cousin
· Parents	· Brother	· Grand children	
· Father	· Sister	· Grand son	
· Mother	· Uncle	· Grand daughter	

## ACTIVITY 14



It's time to talk about your family. Draw your own family tree. Then, tell us about it orally.

*Ini saatnya Ananda menceritakan keluarga Ananda. Gambarlah pohon keluarga Ananda dan ceritakan secara lisan!*

### My Family Tree



## ACTIVITY 15



Here are some pictures of identity cards. Label them correctly by using the words in the box.

*Berikut ini disajikan beberapa gambar kartu. Labelilah dengan benar gambar-gambar tersebut dengan kata-kata di kotak yang disediakan!*



Gambar 8



Gambar 9

1. ....

2. ....



Gambar 10



Gambar 11

3. ....

4. ....

 <p style="text-align: center;"><b>Gambar 12</b></p>	 <p style="text-align: center;"><b>Gambar 13</b></p>
5. ....	6. ....

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Student ID Card</li> <li>- Library Member Card</li> <li>- Health Insurance Card</li> </ul> | <ul style="list-style-type: none"> <li>- Personal ID Card</li> <li>- Riding Licence Card</li> <li>- Driving Licence Card</li> </ul> |
|---|---|

## ACTIVITY 16



It's time to identify the information stated in an ID card. Fill in the boxes with the right information.

*Ananda sekalian, saathya Ananda mengidentifikasi informasi yang ada pada sebuah kartu identitas. Isilah kotak dengan informasi yang benar!*

1. Citizen Registered Number.

2. Name

3. ....

4. ....

5. ....

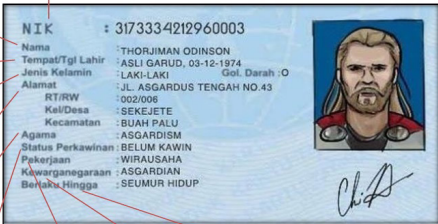
6. ....

7. ....

8. ....

9. ....

10. ....



**Gambar-14**

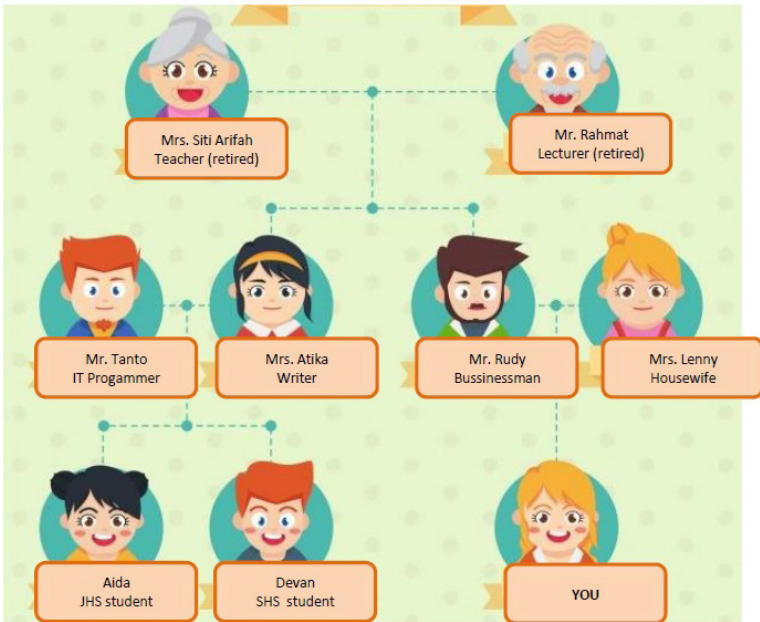


## ACTIVITY 18



Study the picture carefully. Think that it's your family tree. Tell us about your family orally.

*Pelajari gambar berikut ini. Anggaplah gambar tersebut adalah pohon keluarga Ananda. Ceritakan tentang keluarga Ananda tersebut secara lisan!*



Gambar 16



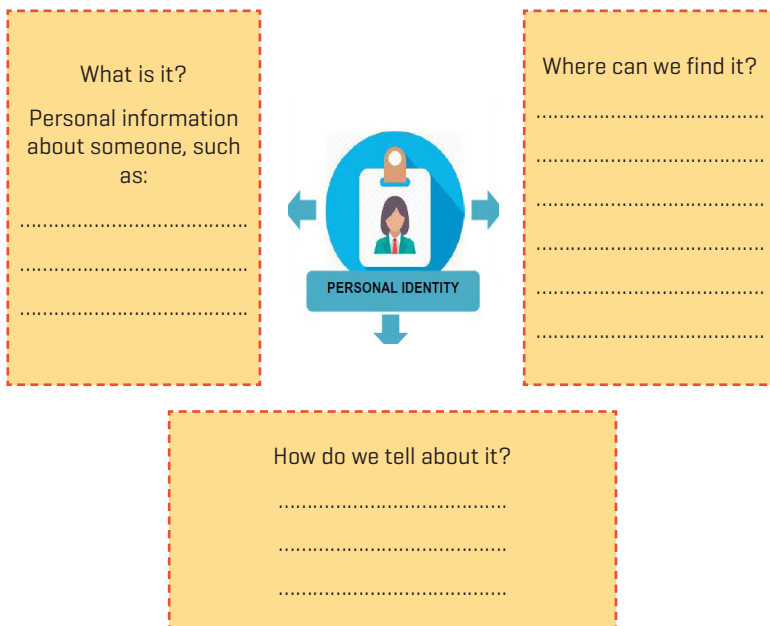
## LET'S SUM UP

---



Well, students. We have come to the end of lesson one. What have you learnt so far? Complete the chart below to show the point of learning you get in this lesson.

*Ananda sekalian, kita sudah berada di akhir Pembelajaran 1. Apa yang Ananda sudah pelajari sejauh ini? Lengkapi bagan tentang ringkasan materi jati diri berikut ini untuk menunjukkan poin-poin pembelajaran apa yang telah Ananda dapatkan!*



## LET'S REFLECT



Reflect on your learning in this lesson by reading the statements and giving a smile or a frown in the column below.

*Lakukan refleksi atas apa yang telah Ananda pelajari pada Pembelajaran 1, dengan cara membaca pernyataan di bawah ini dan memilih ikon senyuman atau kernyitan pada kolom dibawah ini!*



### SELF ASSESSMENT

Day/date : \_\_\_\_\_

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Student Number : \_\_\_\_\_

No	Statements		
1.	I said prayer before and after the lesson.		
2.	I shared my opinion with my partner in doing the activities provided.		
3.	I know now how to tell my personal identity.		
4.	I know now how to tell the identity of family members.		
5.	I have learnt some new words in English.		
6.	I got some difficulties when doing the activities provided.		

## KUNCI JAWABAN UNTUK KEGIATAN LESSON 1

Let's Get Ready

Activity 1.

The answer will be vary based on each student perception/ feeling/ experiences. (Jawaban sangat tergantung kondisi siswa).

Activity 2

2. E    3. A    4. B    5. C    6. F    7. I    8. N  
9. M    10. L    11. K    12. J    13. H    14. G

Activity 3

The answer will be vary based on each student perception/ feeling/ experiences. Here are the possible answers given by students: (Jawaban sangat tergantung kondisi siswa. Berikut ini kemungkinan jawaban yang diberikan siswa).

Elementary school	
Arta SDN Prambanan 1 22, Raya Kutoarjo Rd., Prambanan	Tegar SDN Prambanan 1 Jalan Simpang Raya No. 17 Prambanan
Junior high school	
Wiam	Bintang

SMPIT Luqman Hakim Ahmad Dahlan No. 10 Jogjakarta	SMPIT Luqman Hakim Gandaria No. 75 Jogjakarta
---	---

## Let's Study

### Activity 4

1. student id card
2. Pinki biswas
3. student
4. Sripur High School
5. IX sec : B
6. 19-11-1999
7. New khulnapally, P. O. Kora chandigrath, N-24 pgs.
8. Yes, I do.

### Activity 5

1. School logo	2. school	3. Photo
4. Name	5. Date of birth	6. Class

### Activitty 6

Jawaban sangat tergantung kondisi siswa.

### Skrip untuk Activitas 7 Lesson 1:

Hi, everyone. Let me introduce my daughter. She is Intan. Her complete name is Kalila Intan. She is 11 years old. Intan is a 7th grader. She goes to Tunas Bangsa Junior High School Yogyakarta. Intan is my youngest child. She enjoys being a JHS student very much.

<p>Activity 7</p> <p>Name: Kalila Intan</p> <p>Address: No information</p> <p>School: Tunas Bangsa Junior High School ogyakarta.</p> <p>Grade: 7th</p>	<p>Activity 8</p> <ol style="list-style-type: none"> <li>1. The speaker is talking about her daughter</li> <li>2. Kalila intan</li> <li>3. Tunas Bangsa Junior High School Yogyakarta</li> <li>4. Class 7</li> <li>5. Mother/father and daughter</li> </ol>
--	---

### Activity 9

1. The speaker is talking about her friend named Arya
3. Arya Yudha Mahardika
4. He lives in Semarang with his parents and two sisters
5. Two
6. Friends

### Activity 11

Text 1	Text 2	Text 3
introducing herself and her friends	introducing siblings	Telling about pet
good day everyone	good morning everyone	hello friends
let us introduce ourself	let me tell you about my siblings	Let me tell you about my pet
Nina & Ratih	adi , tanto , dara	pussy
no information	no information	no information
no information	the speaker is the youngest child of the family	no information
always do something togheter	his sibling takes care the speaker well	very tame

## Activity 12

Skrip untuk Activity 12 Lesson 1:

Hello everyone, My name is Alya. Let me tell you about my family. My father is Mr. Indra Kurnia. He is an IT programmer. My mother is Mrs. Rina Aryanti. She is a fashion designer. I have one brother, called Rama. My father has a sister, I call her Aunt Nadine. Her husband is Uncle Anggoro. They have two children, Fazia and Nicky. They are my cousins. We have very lovely grandparents. Mr. Sudibyo is our grandpa and Mrs. Nurhasanah is our grandma. I love my family very much.

## Activity 13

Wife Daughter, Son Husband Wife Children	Children Sister Brother Cousins Nephew	Niece Uncle Aunt Grandchildren Grandpa
--	--	--

## Activity 14

The answer will vary depending on each student's own data. (*Jawaban akan sangat bervariasi tergantung data masing-masing siswa*)

Let's Check

## Activity 15

1. Driving licence card	2. Riding licence card	3. Student id card
4. Library member card	5. Health insurance card	6. Personal id card/ Name card

### Activity 16

3. Date of birth	4. Gender	5. Address	6. Religion
7. Marital status	8. Profession/ occupation	9. Citizenship	10. Expired Date

### Activity 17

1. Passport
2. To visit/enter another country legally
3. Dida Ika Srifaridaningsih
4. May, the twenty first, nineteen eighty
5. Bogor
6. Indonesia
7. No information (somewhere in bogor)

### Activity 18

Hello, everyone. Let me tell you about my family. I am the only child in my family. My father is a businessman. His name is Mr. Rudy. My mother, Mrs Leny is a lovely housewife. My father has a sister. She is my aunty. Her name is Mrs. Atika. She is a great writer. Her husband, uncle Tanto, is an IT programmer. They have two children, Aida & Devan. They are my cousins. We love to spend the time together. We have grandparents from my father. My grandpa is Mr. Rahmat and My grand ma is Mrs. Arifah. I love my family very much.

### What is it?

Personal information about someone, such as:

- Name
- Address
- Date of Birth
- Occupation
- Nationality
- Religion



### Where can we find it?

- Student ID Card/ Kartu Pelajar
- Identity Card/ KTP
- Driving Licence Card/ SIM A
- Riding Licence Card/ SIM C
- Library Member Card/ Kartu anggota Perpustakaan
- Health Insurance Card/ Kartu Asuransi kesehatan

### How do we tell about it?

- Hello, everyone. Let me introduce myself.
- Hi, everyone. My name is ...
- I am a student of SMP Tunas Bangsa.
- I live in Klaten with my family.
- etc







## RECOMENDATION



Well students, now you have finished studying Lesson 1 and you have checked your answers of all the activities, haven't you? How is the result? Show your impression by putting a tick on the icon provided in the table. Follow the recommendation given in each column.

*Baiklah Ananda sekalian, ternyata kalian sudah menyelesaikan semua kegiatan di Pembelajaran 1. Dan kalian sudah mengecek kebenaran jawaban kalian, bukan? Bagaimana hasilnya? Tunjukkan kesan yang Ananda rasakan dengan cara memberi tanda centang pada tabel yang sudah disiapkan dalam tabel. Ikuti rekomendasi pada tiap-tiap kolom sesuai dengan kesan Ananda!*

I can do only less than 40% of all the activities in Lesson 1	I can do 40% - 80% of all the activities in Lesson 1	I can do more than 80% of all the activities in Lesson 1
 <b>Sad</b>	 <b>Confused</b>	 <b>Happy</b>
<p><b>YOU CAN'T GO TO THE NEXT LESSON DON'T WORRY!</b></p> <p>Here are what you've to do: Tell your parents and teacher the problems you faced in this lesson. Ask for suggestion and explanation from them to follow.</p>	<p><b>BE PATIENT! YOU CAN'T GO TO THE NEXT LESSON</b></p> <p>Here are what you've to do: Try to do the activities that you found difficult, again. Use any aids that can help you. Keep on happy and healthy.</p>	<p><b>CONGRATS! YOU CAN GO TO THE NEXT LESSON</b></p> 

# LESSON 2

## WHY NOT EXPLORE MORE?

At the end of the lesson you will be able to identify the social function, generic structure, and linguistic features of written and spoken interactional transactional texts related to personal identity.

### LET'S GET READY



Dear students, look at the pictures. Then, answer the questions that follow.

*Ananda sekalian, lihatlah gambar berikut. Lalu jawablah pertanyaan yang mengikuti!*



Gambar 17, 18, 19 & 20

### Questions:

1. What is in your mind when you look at the pictures?
2. What moment do you remember on the first day of school?
3. Who was the first person you talked to on that day?
4. What did you talk about?

## LET'S STUDY

### ACTIVITY 1



Study the dialogue below and rewrite it to complete the script.

*Pelajari percakapan berikut ini dan tuliskan kembali teks percakapan tersebut untuk melengkapi skrip!*

1

Hello, good morning.

Hi, Morning

2

My name is Ni Made Dewanti.  
What's your name?

My name is Alya  
Reviana, just call me  
Alya. Are you a new

3

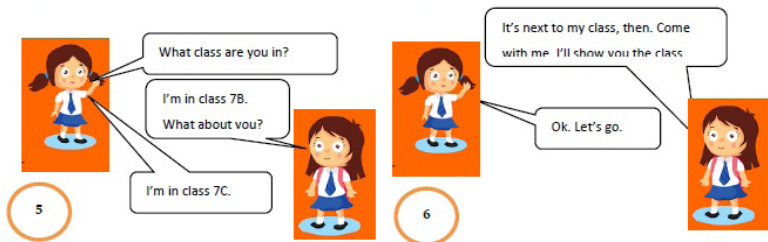
Yes I am. My family just moved  
here a week ago

Where are you  
from?

4

I'm from Bali. Where are you from?

I'm from this city. I live  
at Jln. Bayangkara No.  
...



Gambar 21

The script:

Made : Hello, good morning.  
 Alya : .....  
 Made : .....  
 Alya : .....  
 Made : .....  
 Alya : .....  
 Made : .....  
 Alya : .....  
 Made : .....  
 Alya : .....  
 Made : .....  
 Alya : .....  
 Made : Ok. Let's go.

## ACTIVITY 2



Here are some expressions used in the dialogue in Activity 1. Match them with the Indonesian meaning by drawing lines.

*Berikut ini ungkapan-ungkapan yang digunakan dalam percakapan di Activity 1. Jodohkan ungkapan tersebut dengan maknanya dalam Bahasa Indonesia dengan cara menggambar garis penghubung!*

### Expressions

1. What's your name?
2. Just call me Alya.
3. Are you a new student here?
4. My family just moved here a week ago.
5. Where are you from?
6. I'm from this city.
7. What class are you in?
8. I'm in class 7C.

### Indonesian Meaning

- a. Apakah kamu siswa baru di sini?
- b. Dari mana asalmu?
- c. Kamu di kelas apa?
- d. Aku berasal dari kota ini.
- e. Siapa namamu?
- f. Panggil saja aku Alya.
- g. Akan kutunjukkan kelasmu.
- h. Kelas itu ada di sebelah kelasku.

9. It's next to my class.                      i. Keluargaku baru saja pindah ke sini seminggu yang lalu.
10. Come with me.                              j. Okay, ayo.
11. I'll show you the class.                    k. Aku di kelas 7C.
12. Okay, let's go.                              l. Ikuti aku.

### ACTIVITY 3



Based on the dialogue in Activity 1, answer the following questions.

*Berdasarkan percakapan di Activity 1, jawablah pertanyaan berikut ini!*

1. How many speakers are there in the dialogue? What are their names?
2. What are they?
3. What is the relationship among the speakers?
4. Where does the dialogue probably take place?
5. When do you think the dialogue take places?
6. What are they talking about?

## ACTIVITY 4



Your teacher will read aloud the dialogue in Activity 1 sentence by sentence. Listen carefully and repeat after him/her seriously.

*Ananda sekalian, guru ananda akan membacakan satu per satu kalimat di dialog lengkap di Activity 1. Dengarkan baik-baik dan tirukan dengan sungguh-sungguh!*

Made : Hello, good morning. Alya : Good morning.

Made : My name is Ni Made Dewanti. What's your name?

Alya : My name is Alya Reviana. Just call me Alya. Are you a new student here, Made? Made : Yes, I am. My family just moved here a week ago.

Alya : Where are you from?

Made : I'm from Bali. Where are you from?

Alya : I'm from this city. I live at Jln. Bayangkara No. 43.

Made : What class are you in?

Alya : I'm in class 7B, what about you? Made : I'm in class 7C.

Alya : It's next to my class, then. Come with me, I'll show you the class.

Made : Okay, let's go.

## ACTIVITY 5



It's time to practice. Read aloud the dialogue with a partner correctly and confidently.

*Ananda sekalian, ini saatnya berlatih. Bersama 1 teman/pasangan, praktikkan dialogue di Activity 4 dengan benar dan percaya diri!*

## ACTIVITY 6



Study the explanation about the text carefully to help you understand better.

*Pelajari penjelasan tentang teks berikut ini agar Ananda dapat memahami teks dengan lebih baik!*

Parts of text	Text	Note
Opening Greeting	Made : Hello, good morning	Shows the time/ when the dialogue happens.
	Alya : Good morning.	
<u>Transaction</u> 2.1 Telling and asking name	Made : My name is Made Dewanti. What's your name?	Asking name: What's your name?
	Alya : My name is Alya Reviana, just call me Alya. Are you a new student here, Made?	Telling name: My name is Made Dewanti. My name is Alya Reviana
	Made : Yes I am. My family just moved	Shows the place/ where the dialogue happens.
	here a week ago.	Shows the place/ where the speakers live [address].

Parts of text	Text	Note
2.2 Telling and asking about origin/ address	Alya : Where are you from?	Asking origin: Where are you from?
	Made : I'm from Bali. Where are you from?	Telling origin: I'm from Bali. I'm from this city.
	Alya : I'm from this city. I live at Jln. Bayangkara No. 43.	Telling address: I live at Jln. Bayangkara No. 43.



<p>2.3 Telling and asking about class</p>	<p>Made : What class are you in? Alya : I'm in class 7B, what about you? Made : I'm in class 7C. Alya : It's next to my class, then. Come with me, I'll show you the class.</p>	<p>Asking class: What class are you in? what about you?</p> <p>Telling class: I'm in class 7B I'm in class 7C.</p> <p>Shows the relationship between the speakers</p>
<p>Closing Asking to leave.</p>	<p>Made : Okay, let's go.</p>	

## ACTIVITY 7



Listen to your teacher carefully to complete the script. Use the expressions provided in the box.

*Dengarkan guru Ananda dengan seksama untuk melengkapi naskah dengan benar! Gunakan ungkapan yang ada di kotak yang disediakan!*



- *You live at Jln. Bayangkara No. 43*
- *How do you go to school?*
- *Let's go back to class.*
- *Where do you live?*
- *Sit here, please.*

Made : Hi, Alya. Does anyone use his seat?

Alya : Oh, hi, Made. No. \_\_\_\_ (1)

Made : Thanks. By the way you said that \_\_\_\_ (2), right?

Alya : Yes, I do. What about you? \_\_\_\_ (3)

Made : I live at Jln. Pramuka No. 54.  
 Alya : Well...It's just two blocks from my house, then.  
 Made : Is it? I'm glad to hear it. So, can we go to school and back home together?  
 Alya : I go to school by bike. What about you? \_\_\_\_\_ (4)  
 Made : I usually go to school by bike, but my father dropped me at school this morning.  
 Alya : That's good. My father goes to work earlier every morning, so I ride my bike.  
 Made : I have a bike, too. Can we go to school and back home together?  
 Alya : Sure. I can give you a lift home this afternoon.  
 Made : That sounds great. Thank very much, Alya.  
 Alya : My pleasure.The bell is ringing, \_\_\_\_\_ (5) See you at the school gate after class this afternoon.  
 Made : Certainly.

## ACTIVITY 8

No	English	Indonesian	No	English	Indonesian
1	Seat	:.....	12	Sit	:.....
2	Blocks	:.....	13	Work	:.....
3	House	:.....	14	Back	:.....
4	Home	:.....	15	Lift	:.....
5	Bike	:.....	16	From	:.....
6	Gate	:.....	17	Together	:.....
7	Said	:.....	18	Empty	:.....
8	Dropped	:.....	19	Glad	:.....

9	Live	:.....	20	Early	:.....
10	Hear	:.....	21	Too	:.....
11	Have	:.....	22	Where	:.....

## ACTIVITY 9



Based on the dialogue you have completed in Activity 7, answer the following questions.

*Berdasarkan percakapan yang telah Ananda lengkapi di Activity 7, jawablah pertanyaan berikut ini!*

1. Where probably does the dialogue happen?
2. When do you think the dialogue happens?
3. What is the topic of the dialogue?
4. What information does Alya tell to Made?
5. Who starts the dialogue (the first speaker)?
6. What expression does she use to open the dialogue?
7. Who ends the dialogue?
8. Why does she end the dialogue?
9. What expression does she use to end the dialogue?
10. What expression does her partner use to reply it?

## ACTIVITY 10



It's time to practice. Read aloud the dialogue with a partner correctly and confidently

*Ananda sekalian, ini saatnya berlatih. Bersama 1 teman/pasangan, praktikkan dialog di Activity 7 dengan benar dan percaya diri!*

## ACTIVITY 11



Study the explanation about the text carefully to help you understand better.

*Pelajari penjelasan tentang teks berikut ini agar Ananda dapat memahami teks dengan lebih baik!*

Made : Hi, Alya. Does anyone use this seat?	}	Opening
Alya : Oh, hi Made. No. Sit here, please.		
Made : Thanks. By the way, you said that you live at Jln. Bayangkara No. 43, right?	}	Transaction
Alya : Yes, I do. What about you? Where do you live?		
Made : I live at Jln. Pramuka No. 54.		
Alya : Well...It's just two blocks from my house, then.		
Made : Is it? I'm glad to hear it. How do you go to school?		
Alya : By bike. What about you? How do you go to school?		
Made : I usually go to school by bike, but my father dropped me at school this morning.		
Alya : That's good. My father goes to work earlier every morning, so I ride my bike.		
Made : I have a bike, too. Can we go to school and back home together?		
Alya : Sure. I can give you a lift home this afternoon.		
Made : That sounds great. Thank very much, Alya.		
Alya : My pleasure.	}	Closing
Alya : The bell is ringing, let's go back to class.		
Alya : See you at the school gate after class this afternoon.		
Made : Certainly.		

## ACTIVITY 12



It's time to practice listening again. Listen to your teacher carefully. Complete the script of dialogue based on what you hear. The missing expressions are provided in the bubble.

*Ananda sekalian, saatnya ananda kembali melatih kemampuan mendengarkan. Dengarkan guru Ananda dengan cermat! Lengkapi naskah percakapan berikut berdasarkan apa yang Ananda dengar. Ungkapan yang hilang dalam teks telah disediakan dalam kotak dialog!*

The diagram features two cartoon girls, Made and Alya, each with a name tag below them. Made is on top, and Alya is on the bottom. They are surrounded by speech bubbles containing missing dialogue.

**Made:**

- I live with my family
- What about you
- My elder brother is Wayan
- Thanks for the lift

**Alya:**

- With whom do you live?
- You are the second child in your family?
- I'm the only child in my family
- How many brothers do you have?
- I live with my grandma only
- See you tomorrow at school.

Alya : Hi, Made... over here.

Made :Hi, Alya. Sorry for waiting so long.

Alya : It's okay. Let me give you a lift home.

Made :Thank you very much.

Alya : Bay the way, \_\_\_\_ (1)?

Made : \_\_\_\_ (2). My parents, my elder and younger brothers.

Alya : \_\_\_\_ (3)?

Made : Two. \_\_\_\_ (4). He goes to a Senior High School. And my younger brother, Nyoman, is an elementary student.

Alya : So, \_\_\_\_ (5)?

Made : Yes, I am. \_\_\_\_ (6), Alya?

Alya : Well, \_\_\_\_ (7). I have no brothers or sisters.

Made : Oh...I see. With whom do you live at home?

Alya : \_\_\_\_ (8).

Here we are at Jln. Pramuka No. 54. It's your home, right?

Made : Yes, it is. Drop in my house, please Alya.

Alya : I will. But not now, thanks.

Made : Okay. \_\_\_\_ (9), Alya.

Alya : My pleasure. \_\_\_\_ (10).

Made : See you, too. Take care.

## ACTIVITY 13



Based on the dialogue you have completed in Activity 12, answer the following questions.

*Berdasarkan percakapan yang telah Ananda lengkapi di Activity 12, jawablah pertanyaan berikut ini!*

1. Where probably does the dialogue happen?
2. When do you think the dialogue happens?
3. What is the topic of the dialogue?
4. What information does Alya tell Made?
5. Who starts the dialogue (the first speaker)?
6. What expression does she use to open the dialogue?
7. Who ends the dialogue?
8. Why does she ends the dialogue?
9. What expression does she use to end the dialogue?
10. What expression does her partner use to reply it?

## ACTIVITY 14



Rewrite the script of dialogue you have completed in Activity 12 in the right template below.

*Tuliskan kembali naskah percakapan yang telah Ananda lengkapi di Activity 12 ke dalam format berikut ini dengan benar!*





## ACTIVITY 15



It's time to check your understanding about pronouns. Do the exercises correctly.

*Ananda sekalian, ini saatnya mengukur pemahaman ananda tentang kata ganti. Kerjakan latihan berikut dengan benar!*

- A. Fill in the blanks using appropriate subjective pronouns. Number 1 has been done for you.

*Isilah titik-titik dengan kata ganti yang tepat! Nomor satu telah dikerjakan untuk Ananda.*

1. My brother works in the bank. He goes to work early in the morning.
2. My sister is a diligent student. \_\_\_\_ studies all the subjects regularly
3. My sister and I are brother and sister. \_\_\_\_ are siblings.
4. The children play football in the field. \_\_\_\_ are very happy
5. Arman is my cousin. \_\_\_\_ lives in Surabaya.

- B. Fill in the blanks using appropriate objective pronoun. Number 1 has been done for you.

*Isilah titik-titik dengan kata ganti yang tepat! Nomor satu telah dikerjakan untuk Ananda.*

1. Mr Ardi asks Aminah about the Homework. He wants her to read it.
2. Mrs. Lenny calls Yusuf. She wants \_\_\_\_ to clean the

blackboard.

3. The teacher tells the students some stories, then he asks \_\_\_\_\_ some questions.
4. The parents give you and me many things. They love \_\_\_\_\_ very much.
5. I need you, and you need \_\_\_\_\_.

C. Fill in the blanks with the words in the box. You may use the words more than once.

*Isilah titik-titik dengan kata yang dikotak disediakan! Ananda boleh menggunakan kata-kata dalam kotak lebih dari satu kali!*



1. Mr. Samsul is Rida's father. Rida is his daughter.
2. Diana is Mrs. Indah's daughter. Mrs. Indah is \_\_\_\_\_ mother.
3. Imas is Dedi's sister. She is \_\_\_\_\_ sister.
4. Ryan is Mrs. Nilam' son. He is \_\_\_\_\_ son.
5. Santi and Sintia are Imam's nieces. They are \_\_\_\_\_ nieces.
6. I am Agus's sister. Agus is \_\_\_\_\_ brother.
7. My parents have a new motorcycle. That is \_\_\_\_\_ new motorcycle.
8. I have a good friend. \_\_\_\_\_ name is Rudi.
9. Joko lives next door to us. He is \_\_\_\_\_ neighbor.
10. Miss Susi teaches you. She is \_\_\_\_\_ teacher.

## ACTIVITY 16



Let's check your understanding about the right order of parts of dialogue. Match the questions asked by the girl in the left column to the right answers of the boy in the right column, by drawing connecting lines. Number one has been done for you.

*Mari mengukur pemahaman ananda tentang struktur atau urutan bagian-bagian teks yang benar. Jodohkan pertanyaan yang disampaikan gadis di kolom kiri dengan jawaban anak laki-laki di sebelah kanan dengan tepat!*



1. Hello, I'm Sarah. What's your name?
2. Oh...nice to see you, Edward.
3. Where are you from, Ed?
4. So, you live in Singapore now?
5. Oh really, where is your address then?
6. With whom do you live there?
7. What's your mother's name?
8. What is your father?
9. How many siblings do you have?
10. What's your hobby?
11. What's your favorite subject at school?
12. How do you go to school?
13. Well, thanks for responding all my questions, Edward. I do hope it doesn't bother you.
14. You can ask me some questions, too, if you want to.
15. Well. Okay... See you, then.



- a. Nice to see you too, Sarah.
- b. Er, I like fried chicken. It's yummy.
- c. Hi, Sarah. I'm Edward.
- d. I come from Singapore.
- e. No, I stay in Jakarta now
- f. He is a lecturer.
- g. I have one brother and one sister.
- h. With my family.
- i. Monica Smith.
- j. On 109 Cempaka Putih Street.
- k. My father takes me by car.
- l. I like skate boarding.
- m. I like English best.
- n. My pleasure. It doesn't bother me at all.
- o. I'd love to. But I have to go now.

## ACTIVITY 17



Still to check your understanding about the right order of the parts of a dialogue, rearrange the following expressions into a meaningful dialogue.

*Masih untuk mengukur pemahaman Ananda tentang susunan yang benar dari teks percakapan, susunlah kembali pertanyaan dan pernyataan yang disediakan menjadi dialog yang bermakna!*

### Text 1

Tiara : Tiara Rifani.

Tiara : Pleased to meet you.

Tiara : You can call me Tiara. And what should I call you?

Tiara : Hi, it's true, we've never met before.

Tiara : Thank you.

Tiara : My name is Tiara Rifani. Tiara : I'm from Lampung.

Nyoman : Pleased to meet you, too

Nyoman : May I introduce myself? I am Nyoman Pratama.

Nyoman : Just call me Nyoman. By the way, where are you from?

Nyoman : Pardon. Could you repeat it again?

Nyoman : What a beautiful name.

Nyoman : How should I call you?

Nyoman : Hi, I don't think we have met.

Tiara : \_\_\_\_\_

Nyoman : \_\_\_\_\_  
Tiara : \_\_\_\_\_  
Nyoman : \_\_\_\_\_  
Tiara : \_\_\_\_\_  
Nyoman : \_\_\_\_\_  
Tiara : \_\_\_\_\_  
Nyoman : \_\_\_\_\_  
Tiara : \_\_\_\_\_  
Nyoman : \_\_\_\_\_  
Tiara : \_\_\_\_\_  
Nyoman : \_\_\_\_\_

## Text 2

Monica : See you, too.  
Monica : Well, I am a student. I go to Yogyakarta State University. I major in English.  
Monica : That's right. But ... sorry I have to go now. Nice to talk to you.  
Monica : I'm from Surabaya. Here, I am staying with my sister.  
Monica : Glad to meet you, too. Where are you from?  
Monica : Hi, my name is Monica. What is your name?  
Angel : I am from Bandung, West Java. What about you?  
Where do you come from?  
Angel : Nice to talk to you, too. See you.  
Angel : Great, I am also a student at Yogyakarta State University, and I am in the Music Department. So, we are in the same faculty, right?

Angel : What are actually you doing here? Are you studying or working?

Angel : My name is Angel. Glad to meet you.

Monica : \_\_\_\_\_

Angel : \_\_\_\_\_

Monica : \_\_\_\_\_

Angel : \_\_\_\_\_

Monica : \_\_\_\_\_

Angel : \_\_\_\_\_

Monica : \_\_\_\_\_

Angel : \_\_\_\_\_

Monica : \_\_\_\_\_

Angel : \_\_\_\_\_

Monica : \_\_\_\_\_

## ACTIVITY 18



Let's check your understanding about the expressions needed to talk about personal identity. Fill in the blank with the appropriate expressions provided in the box correctly. *Mari mengukur kemampuan ananda dalam memahami ungkapan-ungkapan yang digunakan dalam percakapan tentang jati diri. Lengkapilah percakapan berikut dengan ungkapan yang disediakan dalam kotak dengan tepat!*

How do you spell your name?

What's your nickname?

What's your address?

Nice to meet you too.

You're welcome, Sir.

What's your name?

Where are from?

- Teacher : -----?(1)  
Tania : Tania Sonia Hasibuan.  
Teacher : -----? (2)  
Tania : Just call meTania.  
Teacher : How do you spell your name?  
Tania : Pardon. Would you repeat that?  
Teacher : -----? (3)  
Tania : Oh, it's T-A-N-I-A  
Teacher : -----? (4)  
Tania : I'm from West Sumatra.  
Teacher : -----? (5)  
Tania : I live on Semboja Street.  
Teacher : Thank you, Tania. Nice to meet you.  
Tania : ----- (6)

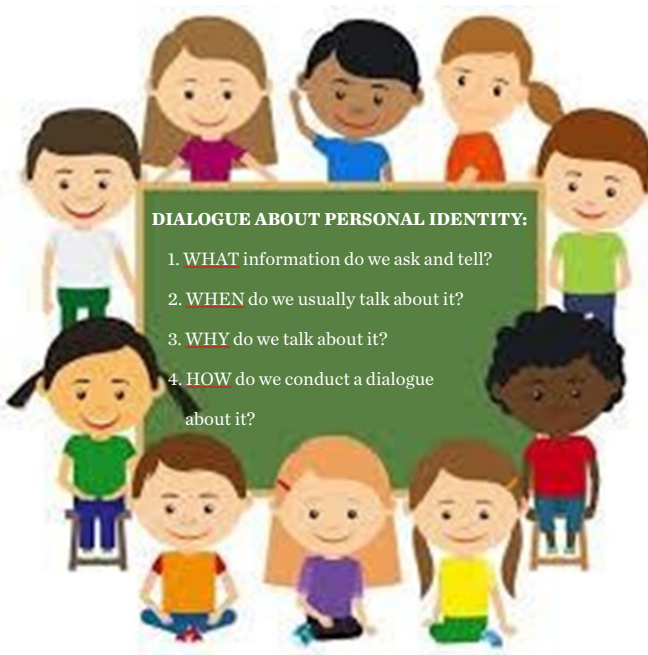
## LET'S SUM UP

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Well, students. We have come to the end of Lesson 2. What have you learnt so far? Try to answer the 4 questions below to show the point of learning you get in this lesson.

*Ananda sekalian, kita sudah berada di akhir pembelajaran 2. Apa yang ananda sudah pelajari sejauh ini? Cobalah untuk menjawab 4 pertanyaan berikut ini agar ananda tahu poin-poin pembelajaran apa yang telah ananda dapatkan dalam Kegiatan Belajar 2 ini!*





## LET'S REFLECT



It's time to do a reflection. Tell us what you feel during the time you spent to learn Lesson 2. Answer the questions provided honestly.

Saatnya ananda melakukan refleksi, ya. Ceritakan apa yang ananda rasakan selama mempelajari materi di pembelajaran 2 ini! Jawablah pertanyaan dengan sejujurnya!

### SELF ASSESSMENT

Day/date : \_\_\_\_\_

Name : \_\_\_\_\_

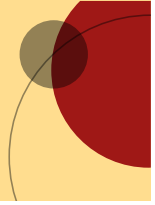
Class : \_\_\_\_\_

Student Number : \_\_\_\_\_

No	Questions	Your answer
1.	Did you pray before and after the lesson?	
2.	With whom did you study this lesson?	
3.	Was there anybody that helped you when you studied this lesson?Who?	

4.	Which parts of this lesson did you like most? Why?	
5.	Which parts of this lesson did you think the most difficult? Why?	

## KUNCI JAWABAN UNTUK KEGIATAN LESSON 2



### Activity 1

- Alya : hi,morning  
Made : my name is Ni made dewanti. Whats your name?  
Alya : my name is alya reviana just call me alya , are you new student here, made ?  
Made : yes i am. My family just moved here a week ago  
Alya : where are you from?  
Made : im from bali. Where are you from?  
Alya : im from this city i live at jln. Bhayangkara no.43.  
Made : What class are you in ?  
Alya : im in class 7B what about you ?  
Made : im in class 7C.  
Alya : its next to my class, then. Come with me, i'll show you the class.  
Made : ok lets go

### Activity 2

2. F	6. D	10. L
3. A	7. C	11. G
4. I	8. K	12. J
5. B	9. H	

### Activity 3

1. Two, their name are made and alya
2. Students
3. Friends / schoolmates
4. At the school
5. In the lobby of their school
6. personal information (name, address, class)

### Activity 4

-

### Activity 5

-

### Activity 6

-

### Activity 7

- Alya : sit here, please  
Made : you live at jln. Bayangkara No. 43  
Alya : where do you live?  
Alya : how do you go to school  
Alya : lets go back to class

### Activity 8

- |                |              |              |
|----------------|--------------|--------------|
| 1 Tempat duduk | 5 Sepeda     | 9 Tinggal    |
| 2 Blok         | 6 Gerbang    | 10 Mendengar |
| 3 Rumah        | 7 Berkata    | 11 Memiliki  |
| 4 rumah        | 8 Menurunkan | 12 Duduk     |

13	Bekerja	17	Bersama	21	Juga
14	Kembali	18	Kosong	22	Di mana
15	Tumpangan	19	Senang		
16	Dari	20	Awal		

### Activity 9

1. At school
2. In the break time
3. Address
4. Alya tell that she live at jln bhayangkara no 43, She tell that she is usually go to school by bike, And then she tell that her home is just two blocks from made home
5. Made
6. Hi, Alya. Does anyone use this seat?
7. Alya
8. Because the bell is ringing
9. Let's go back to the class
10. Certainly

### Activity 10

-

### Activity 11

-

### Activity 12

- Alya : With whom do you live ? (1)  
Made : I live with my family. (2)  
Alya : How many brothers do you have?(3)  
Made : My elder brother is wayan. (4)  
Alya : you are the second child in your family? (5)  
Made : What about you?(6)  
Alya : I'm the only child in my family. (7)  
Alya : I live with my grandma only.(8)  
Made : Thanks for the lift. (9)  
Ade : See you tomorrow at school. (10)

### Activity 13

1. On the way home from school
2. After school
3. Family
4. She tell that she dont have any brothes or sisters
5. Alya
6. Hi, Made. Over here.
7. Alya
8. Because they already arrived at Made's home.
9. Here we are.
10. See you, take care

## Let's Check

### Activity 1

A. 2. She 3. We 4. They 5. He	B. 2. Him 3. Them 4. Us 5. Me	C. 2. Her 3. His 4. Her 5. His 6. My 7. Their 8. His 9. Our 10. Your
--	--	--

### Activity 2

2. A	3. D	4. E	5. J	6. H	7. I	8. F
9. G	10. L	11. M	12. K	13. N	14. O	

Activity 3	Text 2
Tiara: Hi, its true we've never met before	Monica: hi, my name is monica. What is your name.
Nyoman: May i introduce myself. My name is nyoman pratama	Angel: My name is Angel, glad to see you.
Tiara: My name is tiara rifani	Monica: Glad to meet you too. Where are you from?
Nyoman: Pardon. Could you repeat it again?	Angel: : I am from Bandung, West Java. What about you? Where do you come from?
Tiara: Tiara Rifani	Monica: I'm from Surabaya. Here, I am staying with my sister.
Nyoman: What a beautiful name	Angel: What are actually you doing here? Are you studying or working?
Tiara: Thank you	Monica: Well, I am a student. I go to Yogyakarta State University, major in English.
Nyoman: How should i call you?	Angel: Great , I am also a student at Yogyakarta State University, and i am in the music departmen. So we are in the same faculty right?
Tiara: You can call me tiara, and what should i call you ?	
Nyoman: Just call me nyoman. Where are you from, Tiara?	
Tiara: I', from Lampung. Pleased to meet you, Nyoman.	
Nyoman: Pleased to meet you too .	

	<p>Monica: That's right. But...sorry I have to go now. Nice to talk to you</p> <p>Angel: Nice to talk to you , too, see you.</p> <p>Monica: See you, too</p>
--	--

#### Activity 4.

whats your name?	whats your nickname?	how do you spell your name?
where are from?	whats your address?	youre welcome sir, nice to meet you too

#### Let's Sum up

- The information** we usually ask and give are : **name, address, date of birth, school, grade, occupation, nationality, origin, interest/ hobby, family,** etc.
- The moments** in which we talk about personal identity are:
  - the first time we meet others,
  - when we want to know someone more/ better,
  - job/ competition interviews.
- The purpose/ reason** we talk about personal identity are: **To let people know about someone's personal information (to introduce oneself & each other, to tell/ describe about family/ friends/ idols/ etc).**
- How can we conduct a dialogue about personal identity well? Here are some important things we have to understand:







Parts of dialogue (Bagian-bagian percakapan)	Purpose (Tujuan)	Expressions (Ungkapan yang dapat digunakan)	
Opening (Pembukaan)	To greet/ to open a dialogue	Hi. / Hello. / Good morning. / Is this set empty? Can I join?etc	
Transaction (Isi percakapan)	To ask and tell information about personal identity	Asking	Telling
		What's your name? Where do you live? When was you born? What school do you go to? What class are you in? Where are from? What is your hobby? Do you have any brothers/ sisters? Etc.	My name is ... / I am ... I live at/ in .... I was born on December, 11th 2008. I go to ... Junior High School. I'm a 7th grader of Junior High School. I'm from east Kalimantan. I like reading & cycling. Yes I do/ No, I don't. Etc.
Closing (Penutupan)	To end a dialogue	I have to go, now./Let's go back to class./ See you after school. /See you tomorrow./ Bye./ etc.	

## RECOMENDATION



Well students, now you have finished studying Lesson 2 and you have checked your answers of all the activities, haven't you? How is the result? Show your impression by put a tick on the icon provided in the table. Follow the recommendation given to each coloumn.

*Baiklah Ananda sekalian, ternyata Ananda sudah menyelesaikan semua kegiatan di Lesson 2. Dan Ananda sudah mengecek kebenaran jawaban Ananda, bukan? Bagaimana hasilnya? Tunjukkan kesan yang Ananda rasakan dengan cara memberi tanda centang pada tabel yang sudah disediakan dalm tabel! Ikuti rekomendasi pada tiap-tiap kolom sesuai dengan kesan Ananda!*

I can do only less than 40% of all the activities in Lesson 2	I can do 40% - 80% of all the activities in Lesson 2	I can do more than 80% of all the activities in Lesson 2
 <b>Sad</b>	 <b>Confused</b>	 <b>Happy</b>
<p>YOU CAN'T GO TO THE NEXT LESSON DON'T WORRY!</p> <p>Here are what you've to do: Tell your parents and teacher the problems you faced in this lesson. Ask for suggestion and explanation from them to follow.</p>	<p>BE PATIENT! YOU CAN'T GO TO THE NEXT LESSON</p> <p>Here are what you've to do: Try to do the activities that you found difficult, again. Use any aids that can help you. Keep on happy and healthy.</p>	<p>CONGRATS! YOU CAN GO TO THE NEXT LESSON</p> 

# LESSON 3

## WILL YOU PRACTICE?

At the end of the lesson you will be able to conduct dialogues about personal identities jointly with your teacher, friends, or family members.

### LET'S GET READY



Dear students, here are some pictures to study. Look at them carefully and write your impression of it.

*Ananda sekalian, berikut ini beberapa gambar yang bisa Ananda jadikan media belajar. Perhatikan gambar-gambar tersebut dan tuliskan kesan Ananda setelah melihatnya!*



Gambar 22, 23 & 24

To help you achieve the goal of learning, all the activities in this lesson are designed for **you to create your own expressions**. Don't worry about making mistakes. Be confident and try to do your best. The instruction for each activity, pictures and provided expressions will help you a lot. So, read them carefully.

**Keep happy and healthy, enjoy the moment of learning.**

Untuk membantu Ananda meraih tujuan pembelajaran yaitu mampu melakukan percakapan dalam bahasa Inggris dengan topik jati diri, semua kegiatan dan latihan pada Lesson 3 ini dirancang sedemikian rupa sehingga Ananda harus menyusun sendiri ungkapan-ungkapan yang tepat. Jangan takut salah. Percaya diri dan lakukan sebaik yang Ananda mampu. Perintah pada setiap kegiatan/ latihan beserta gambar dan ungkapan yang disediakan akan sangat membantu Ananda. Untuk itu perhatikan dengan sungguh-sungguh instruksi/ perintah, gambar dan ilustrasi/ situasi/ ungkapan yang diberikan pada tiap kegiatan!

**Teruslah berbahagia dan tetap sehat, nikmati saat-saat belajar dengan senang**

## LET'S STUDY



### ACTIVITY 1



Listen to your teacher carefully. He/ She will say some **expressions of opening** a dialogue. Give **oral responses** and then write your responses in the provided spaces.



*Dengarkan guru Ananda dengan cermat! Beliau akan mengucapkan beberapa ekspresi untuk memulai percakapan dalam Bahasa Inggris. **Jawablah/ berikan** respon lisan dan setelah itu tuliskan respon yang Ananda ucapkan tadi pada tempat yang disediakan!*



<p><b>Teacher says ...</b></p> 	 <p><b>Your responses ...</b></p>
<p>Hello, good morning, everyone. How are you this morning? Let's start to study how to tell your personal identities.</p>	<p>..... ..... .....</p>
<p>Hi, good afternoon. May I join you, guys? Can I have your time?</p>	<p>..... ..... .....</p>

## ACTIVITY 2



Listen to your teacher carefully. He/ She will say some **expressions of closing** a dialogue. Give **oral responses** and then write your responses in the provided spaces.

*Dengarkan guru Ananda dengan cermat! Beliau akan mengucapkan beberapa ekspresi untuk memulai percakapan dalam Bahasa Inggris. **Jawablah/ berikan** respon lisan dan setelah itu tuliskan respon yang Ananda ucapkan tadi pada tempat yang disediakan!*



<p><b>Teacher says ...</b></p> 	 <p><b>Your responses ...</b></p>
<ol style="list-style-type: none"> <li>1. Well, that's all. Thanks for practising English with me</li> <li>2. Let's check your answers.</li> <li>3. The bell is ringing. It's time to go home.</li> <li>4. I have to leave now. See you.</li> </ol>	<ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>4. ....</li> </ol>

### ACTIVITY 3



Listen to your teacher carefully. He/ She will say some **expressions of asking and giving information about personal identities**. Give **oral responses** and then **write your responses** in the provided spaces.

*Dengarkan guru Ananda dengan cermat. Beliau akan mengucapkan beberapa ekspresi untuk **menutup/mengakhiri** percakapan dalam Bahasa Inggris. **Jawablah/berikan respon** lisan dan setelah itu tuliskan respon yang ananda ucapkan tadi pada tempat yang disediakan!*

Teacher says ... 	 Your responses ...
<ol style="list-style-type: none"> <li>1. What's your complete name?</li> <li>2. How do your friends usually call you?</li> <li>3. What school do you go to?</li> <li>4. How do you go to school?</li> <li>5. What grade are you in?</li> <li>6. When were you born?</li> <li>7. So, how old are you now?</li> <li>8. Where do you live?</li> <li>9. With whom do you live?</li> <li>10. Do you have any siblings?</li> <li>11. What are their names?</li> <li>12. What are they?</li> <li>13. What is your hobby?</li> <li>14. What school subject do you like most?</li> <li>15. What's your dream?</li> </ol>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## ACTIVITY 4



Now, it's time to complete a script of dialogue between a teacher and a student. Take a role as the student in the card. Fill in the blanks with the right expressions based on the card. *Sekarang saatnya Ananda mencoba melengkapi sebuah naskah percakapan antara seorang guru dan siswa. Berperanlah sebagai siswa yang ada di kartu pelajar yang disediakan. Isilah titik-titik dengan ungkapan yang tepat berdasarkan data dari kartu tersebut!*



Gambar 25

- Teacher : Hello, good afternoon.  
Student : ..... (1)  
Teacher : Sit down, please.

- Student : ..... (2)
- Teacher : Well, let me start this interview by asking some personal questions.  
What's your complete name?
- Student : ..... (3)
- Teacher : So, Can I call you Ade?
- Student : ..... (4)
- Teacher : Okay. What is your birth date, Ade?
- Student : ..... (5)
- Teacher : I see. So, you are now 15 years old, right?
- Student : ..... (6)
- Teacher : Where are you from, Ade?
- Student : ..... (7)
- Teacher : Do you live in Bogor?
- Student : ..... (8)
- Teacher : Oh, do you? What is your address, then?
- Student : ..... (9)
- Teacher : I see. Are you a moslem?
- Student : ..... (10)
- Teacher : Well, okay. That's all for now. Thanks for joining this interview. You may leave now.
- Student : ..... (11)



## ACTIVITY 5



Dear students, let's practise more. Here is an incomplete dialogue between friends talking about someone. Complete the dialogue by using the right expressions based on the ID card provided.

*Ananda sekalian, mari berlatih lebih jauh lagi untuk melakukan percakapan tentang jati diri. Berikut ini adalah percakapan rumpang antara sahabat yang sedang membicarakan seseorang. Lengkapi percakapan berikut dengan ungkapan yang tepat sesuai data pada kartu identitas yang disediakan!*



- Ni Made : Hi, Alya. You look so serious.  
Alya : Do I?  
Ni Made : Yes, you do. What are you doing?

- Alya : Nothing, just wondering whose card it is.  
I found it this morning in front of our school.
- Ni Made : ..... (1)
- Alya : It's a riding licence card.
- Ni Made : It's an ID card, then.
- Alya : Exactly.
- Ni Made : So, you can get much information about the  
holder of the card, can't you?
- Alya : Absolutely.
- Ni Made : ..... (2)
- Alya : Female
- Ni Made : ..... (3)
- Alya : Her name is Rini Sumiasri.
- Ni Made : ..... (4)
- Alya : She is 52 years old now.
- Ni Made : ..... (5)
- Alya : It's stated here that her address is Turusan,  
Temanggal II Purwomartani Kalasan Sleman.
- Ni Made : I don't know where it is. ....(6)
- Alya : I think I know this address because my uncle lives  
in the area.
- Ni Made : Why don't you call your uncle? Maybe he knows  
the lady in the card.
- Alya : That's a good idea.

## LET'S CHECK

### ACTIVITY 6



Dear students, it's time to check your skills in giving and responding to personal information about someone.

*Ananda sekalian, saatnya ananda mengukur kemampuan ananda dalam memberikan respon atau membuat pernyataan/ungkapan tentang jati diri seseorang!*



Listen to your teacher carefully. He/ She will ask some questions about the people in the card. Give oral responses and then write your responses in the provided spaces.

*Dengarkan guru Ananda dengan cermat! Beliau akan menanyakan beberapa pertanyaan tentang orang yang ada di kartu yang disediakan. Jawablah/ berikan respon lisan dan setelah itu tuliskan respon yang ananda ucapkan tadi pada tempat yang disediakan!*

- 1) Name: John
- 2) Country: the USA
- 3) Nationality: American
- 4) Age : 13
- 5) Hair: brown
- 6) Eyes: brown
- 7) Clothes: red t-shirt, blue trousers
- 8) Likes: baseball
- 9) Dislikes: swimming
- Interests: sports

Teacher says ...



Your responses ...

- |   |          |
|---|----------|
| 1. Dear students, are you ready to practice English with me?        | 1. ....  |
| 2. Well, listen carefully to my questions, will you?                | 2. ....  |
| 3. Study the card first to understand the information on it.        | 3. ....  |
| 4. Do you find any difficult words on it?                           | 4. ....  |
| 5. Good, let's start now.   | 5. ....  |
| 6. What is the name of the boy in the card?                         | 6. ....  |
| 7. Where is he from?  | 7. ....  |
| 8. Where does he live?  | 8. ....  |
| 9. How old is he?   | 9. ....  |
| 10. What is his hobby?  | 10. .... |
| 11. Well, thanks for practising English with me. You are all great. | 11. .... |

## ACTIVITY 7



It's time to practice in pairs. Find a partner. Conduct a dialogue talking about the girl in the picture provided. Use the same model of dialogue in Activity 1.

*Ananda sekalian, saatnya untuk berlatih secara berpasangan. Carilah seorang pasangan, lakukan percakapan membicarakan gadis di dalam kartu yang disediakan. Jadikan dialog di Activity 1 sebagai model/ contoh.*



## ACTIVITY 8



After performing the dialogue, write all the expressions in the dialogue in the table below.

*Setelah Ananda selesai melakukan/ memeragakan percakapan dengan pasangan, tuliskan semua ungkapan yang ada dalam percakapan Ananda di tabel berikut.*

Your / your partner's expressions:	Your / your partner's expressions:

## LET'S SUM UP



Well, students. We have come to the end of lesson three. What have you learnt so far? The summary below may help you.

*Ananda sekalian, kita sudah berada di akhir pembelajaran 3. Apa yang ananda sudah pelajari sejauh ini? Ringkasan materi berikut ini mungkin dapat membantu Ananda.*

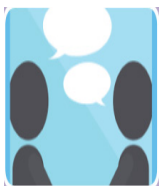
When you get involved in a dialogue with the goal of asking and giving personal identities, you have to go through three stages. What are those three stages?

Give the examples of expressions used in each stage.

***Ketika ananda terlibat dalam percakapan dengan tujuan meminta dan memberi informasi tentang jati diri, ananda akan melalui tiga tahapan pembicaraan.***



***Apa saja tahapan tersebut?***

***Berikan contoh ungkapan yang digunakan pada masing-masing tahapan!***



Stage 1. \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- etc

	<p>Stage 2 : ASKING AND GIVING INFORMATION ABOUT PERSONAL IDENTITY</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• etc</li> </ul>
	<p>Stage 3 : CLOSING</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• etc</li> </ul>

## LET'S REFLECT



It's time to do a reflection. Tell us what you felt during the time you spent on learning Lesson 3. Answer the questions provided honestly.

*Saatnya ananda melakukan refleksi, ya. Ceritakan apa yang ananda rasakan selama mempelajari materi di pembelajaran 3 ini. Jawablah pertanyaan dengan sejujurnya!*

### SELF ASSESSMENT

Day/date : \_\_\_\_\_

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Student Number : \_\_\_\_\_



No	Questions	Your answer
1.	Did you pray before and after the lesson?	
2.	Did you find any difficulties in opening a dialogue appropriately.	
3.	Did you find any difficulties in asking and giving personal information.	
4.	Did you find any difficulties in closing a dialogue appropriately.	
5.	Which activity in this lesson did you like most?	

## KUNCI JAWABAN UNTUK KEGIATAN LESSON 3

### Let's Study

#### Activity 1

1. Good morning sir/miss.
2. I am fine what about you?
3. Sure, sir/miss.
4. Hello sir/miss good afternoon.
5. Sure, sir/miss.
6. Sure,sir/miss.

#### Activity 3.

The answer will vary depends on the students situation.

#### Activity 2

1. My pleasure, thank you too miss/sir.
2. Sure, miss/sir.
3. Okay. Thank you for today miss/sir.
4. See you too, miss/sir.

#### Activity 4

1. Hello good afternoon too miss/sir.
2. Thank you.
3. Ade Aulia.
4. Sure miss/sir.
5. Sixteenth August two thousand and one.
6. Yes, thats right miss/sir
7. Bogor.
8. No,I don't, miss/sir.

### Activity 5.

1. Oh..what is that?
2. Is it female or male?
3. What is her name?
4. How old is she now.
5. Where does she live?
6. What about you?

10. Kp. Padurenan RT 02 05  
Pabualan-Cibinong.




11. Yes, miss/sir.  
Sure, thank you miss/sir.

## Let's Check

### Activity 1

1. Yes we are ready.
2. Sure miss/sir.
3. Sure miss/sir.
4. No miss/sir.
5. Yes.
6. His name is john
7. He is from america and that means he is american.
8. He live in the USA country.
9. He is 13 years old.
10. He likes base ball and sports stuff.
11. Thank you miss/sir.

## Let's Sum up





	<p>Stage 1: OPENING</p> <ul style="list-style-type: none"><li>· Hi, good morning</li><li>· Hello, can I have your time, etc</li></ul>
	<p>Stage 2 : ASKING AND GIVING INFORMATION ABOUT PERSONAL IDENTITY</p> <ul style="list-style-type: none"><li>· What's your namee?</li><li>· Where do you live?</li><li>· How old are you?, etc</li></ul>
	<p>Stage 3: CLOSING</p> <ul style="list-style-type: none"><li>· Sorry, I have to go now. See you</li><li>· The bell is ringing. Let's go to the class, etc.</li></ul>

## RECOMENDATION



Well students, now you have finished studying Lesson 3 and you have checked your answers of all the activities, haven't you? How is the result? Show your impression by put a tick on the icon provided in the table. Follow the recommendation given to each coloumn.

*Baiklah ananda sekalian, ternyata kalian sudah menyelesaikan semua kegiatan di Lesson 3. Dan kalian sudah mengecek kebenaran jawaban kalian, bukan? Bagaimana hasilnya? Tunjukkan kesan yang ananda rasakan dengan cara memberi tanda centang pada tabel yang sudah disiapkan dalam table. Ikuti rekomendasi pada tiap-tiap kolom sesuai dengan kesan ananda!*

I can do only less than 40% of all the activities in Lesson 3	I can do 40% - 80% of all the activities in Lesson 3	I can do more than 80% of all the activities in Lesson 3
 <b>Sad</b>	 <b>Confused</b>	 <b>Happy</b>
<p>YOU CAN'T GO TO THE NEXT LESSON DON'T WORRY!</p> <p>Here are what you've to do: Tell your parents and teacher the problems you faced in this lesson. Ask for suggestion and explanation from them to follow.</p>	<p>BE PATIENT! YOU CAN'T GO TO THE NEXT LESSON</p> <p>Here are what you've to do: Try to do the activities that you found difficult, again. Use any aids that can help you. Keep on happy and healthy.</p>	<p>CONGRATS!</p> <p>YOU CAN GO TO THE NEXT LESSON</p> 

# LESSON 4

## WILL YOU PERFORM?

At the end of the lesson you will be able to conduct dialogues about personal identities independently.

### LET'S GET READY



Dear students, here are two templates of decorative ID forms. They are cool, right? Choose one of the templates, and copy it. Try to fill the template by using your own data.

*Ananda sekalian, berikut ini adalah dua model format ID yang didesain berbeda (dengan beberapa hiasan gambar). Keren, bukan? Pilihlah satu untuk ananda salin di kertas! Cobalah Ananda lengkapi format ID tersebut dengan data pribadi Ananda!*

**Introduce Yourself!**

NAME \_\_\_\_\_

My Birthday \_\_\_\_\_  
Month: \_\_\_\_\_  
Day: \_\_\_\_\_  
I am \_\_\_\_\_ years old

here is a picture of me

**My favorites!**

- Color \_\_\_\_\_
- Sport \_\_\_\_\_
- Song \_\_\_\_\_
- Holiday \_\_\_\_\_
- Animal \_\_\_\_\_
- TV show \_\_\_\_\_
- Food \_\_\_\_\_

I am happiest when... \_\_\_\_\_

I am most proud of \_\_\_\_\_  
because \_\_\_\_\_

Gambar 24

**All about ME**

NAME \_\_\_\_\_

PETS \_\_\_\_\_

HOBBIES \_\_\_\_\_

favorite CANDY \_\_\_\_\_

favorite MOVIE/Show \_\_\_\_\_

FAMILY: How many?  
Brothers \_\_\_\_\_  
Sisters \_\_\_\_\_  
Are you the eldest, youngest or middle?

favorite PLACE \_\_\_\_\_

favorite COLOR \_\_\_\_\_

your BIRTHDAY \_\_\_\_\_

favorite BOOKS to read \_\_\_\_\_

favorite MUSIC \_\_\_\_\_

favorite VACATION \_\_\_\_\_

favorite SUBJECT in school \_\_\_\_\_

favorite FOOD \_\_\_\_\_

Gambar 25

## LET'S STUDY

### ACTIVITY 1



Dear students, let's have a game called "FIND SOMEONE WHO.. ". Here are what you have to do:

1. First, study the table below to understand the statements in it.
2. Then, based on those statements, ask as many as people you can find personal information.
3. While doing the interview, write the names of the persons in the "name of persons" column.
4. Make sure that you use English in doing the interview. Be confident and don't be afraid of making mistakes.
5. If you cannot find the persons for a face-to-face interview, you can chat/text them via Whatsapp/Instagram/ Twitter application or you can make a call to get the information needed.

Ananda sekalian, mari kita lakukan permainan yang disebut "TEMUKAN ORANG YANG ...". Berikut ini adalah apa yang harus ananda lakukan:

1. *Pertama, pelajari tabel berikut!*
2. *Kemudian, berdasarkan pernyataan di tabel, temukan sebanyak mungkin orang untuk Ananda tanyakan beberapa informasi pribadi!*
3. *Saat ananda melakukan interviu (langkah 2), segera tuliskan*

*nama orang yang Ananda interviu pada kolom " name of persons"!*

4. *Pastikan Ananda menggunakan Bahasa Inggris saat melakukan interview (langkah 2)! Percaya dirilah dan jangan takut salah!*
5. *Jika Ananda tidak bisa bertanya secara langsung, Ananda bisa menggunakan aplikasi sosmed seperti WA, IG atau Twitter, atau ananda juga boleh menelpon.*

No.	Find someone who ...	Names of the persons
1.	has a long complete name [more than 3 words]	.....
2.	was born in the same month as you	.....
3.	is the same age as you	.....
4.	has no brothers or sisters	.....
5.	doesn't live with his/her parents	.....
6.	has the same hobby as you	.....
7.	has the same favourite colour as you	.....
8.	has the same idol as you.	.....

## ACTIVITY 2



Dear students, after you completed Activity 1, now it's time to share the expressions you use when doing the game. Write them in the table below.

*Ananda sekalian, setelah Ananda menyelesaikan kegiatan di Activity 1, sekarang saatnya membagikan ungkapan yang Ananda gunakan saat melakukan permainan di Activity 1. Tuliskan ungkapan-ungkapan yang Ananda gunakan pada tabel berikut ini!*

No.	Find someone who ...	Your expressions you used in the interview:
1.	has a long complete name (more than 3 words)	.....
2.	was born in the same month as you	.....
3.	is the same age as you	.....
4.	has no brothers or sisters	.....
5.	doesn't live with his/her parents	.....
6.	has the same hobby as you	.....
7.	has the same favourite colour as you	.....
8.	has the same idol as you.	.....



### ACTIVITY 3



To share how you conducted the interview, write the script of the interview you have done in Activity 1. Use the template below to write it (the script of the interview between you and one of the persons you found).

*Untuk berbagi pengalaman bagaimana Ananda melakukan percakapan di Activity 1, tuliskan naskah percakapan Ananda. Gunakan format berikut ini (tabel)!*

Stages of Dialogue	You said, " ....."	The person said/ reply, " ....."
Opening Stage	..... ..... ..... .....	..... ..... ..... .....
Transaction Stage (asking giving personal information)	..... ..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... ..... .....
Closing Stage	..... ..... ..... .....	..... ..... ..... .....

## LET'S CHECK



Dear students, it's time to check your skills in conducting/ performing a dialogue about asking and information about someone. Find a partner to do a role play based on the situation cards provided.

*Ananda sekalian, saatnya ananda mengukur kemampuan ananda dalam melakukan percakapan tentang jati diri seseorang. Carilah pasangan untuk melakukan kegiatan bermain peran berdasarkan kartu situasi yang disediakan!*

Situation 1. Dialogue between a student and a librarian at 2 p.m in the school library.

### CARD A

- You are a 7<sup>th</sup> grader student of Junior high school.
- You are in 7C class.
- Your Student ID card number is VII\_1507\_20/21
- Meet the librarian to apply for library member card.
- Answer his/her questions.
- Say thanks for printing your library member card.

### CARD B

- You are a librarian of a school library.
- A student comes to you and want to apply a library member card.
- Ask his/her complete name, class and student ID card number you will fill in the computer.
- Ask him/her to wait for the card to be printed.
- Give the card to him/her

Situation 2. Dialogue between a 17<sup>th</sup> year old student with a police officer at 8 a.m in a police office.

### CARD A

- You are going to be a 17<sup>th</sup> year old student in three months
- Meet a police officer to apply for a driving licence card.
- Answer his/her questions politely.
- Say thanks to the officer for serving you well.

### CARD B

- You are a police officer.
- A young man comes to your room for applying a driving licence card.
- Ask his complete name, address, occupation, and date of birth to be filled by you in the computer.
- Ask him to confirm his age.
- Tell him that he cannot apply now because he is not 17 year old yet.
- Say sorry and ask him to apply in three months (when he is in the age of 17)

## Situation 3. Dialogue between a student and a customer service of a bank at 1 p.m

### CARD A

- You are a 7th grader student of Junior high school.
- Meet the customer service of the bank to apply for an ATM card.
- Your bank account number is 020.15072212.
- Answer his/her questions.
- Say thanks to the CS for serving you well.

### CARD B

- You are a bank customer service person in a bank.
- A student comes to you and want to apply for an ATM card.
- Ask his/her complete name, address, date of birth, bank account number to be filled by you in the computer.
- Ask him/her to get the ATM card tomorrow after 12 noon.

## LET'S SUM UP



Well, students. We have come to the end of lesson four. What have you learnt so far? Complete the summary form below.

*Ananda sekalian, kita sudah berada di akhir pembelajaran 4. Apa yang ananda sudah pelajari sejauh ini? Lengkapi bagan ringkasan materi berikut ini dengan data yang Ananda dapatkan selama mempelajari materi dalam pembelajaran 1-4!*

Lesson 1:

What do you know?

- Contoh Kartu Identitas jati diri: -----.
- Komponen jati diri: -----.
- Contoh teks monolog memperkenalkan/ menceritakan diri/orang lain/ keluarga.

Lesson 2:

Do you want to know more?

- Contoh dialog/ percakapan tentang jati diri (berkenalan, bertemu di sekolah pada hari pertama, ngobrol tentang keluarga, dll)
- Bagian-bagian dialog: -----.
- Contoh ungkapan-ungkapan pembuka & penutup dialog
- Contoh ungkapan meminta dan memberi informasi tentang jati diri.

Lesson 3:

Will you practice?

- Latihan memberikan -----.
- Latihan memperagakan -----.

Lesson 4:

Will you perform?

- praktik melakukan -----.

## LET'S REFLECT



It's time to do reflection. Tell us what you felt during the time you spent on learning lesson 4. Answer the questions provided honestly.

*Saatnya ananda melakukan refleksi, ya. Ceritakan apa yang ananda rasakan selama mempelajari materi di pembelajaran 4 ini. Jawablah pertanyaan dengan sejujurnya!*

### SELF ASSESSMENT

Day/date : \_\_\_\_\_

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Student Number : \_\_\_\_\_

No	Questions	Your answer
1.	Did you pray before and after the lesson?	
2.	Did you find any difficulties in opening a dialogue appropriately.	
3.	Did you find any difficulties in asking and giving personal information.	
4.	Did you find any difficulties in closing a dialogue appropriately.	
5.	Which activity in this lesson did you like most?	

## **KUNCI JAWABAN UNTUK KEGIATAN LESSON 4**

### **Let's Study**

#### Activity 1

Students do the game “Find Someone Who”

#### Activity 2

Students share the expressions that they use when doing the game on activity 1

#### Activity 3

Students write the script of interview they have done in activity 1

### **Let's check**

Students performing dialogue with a partner based on the situation in the cards provided

## Let's Sum up

Lesson 1:

What do you know?

- Contoh Kartu Identitas jati diri: Kartu Pelajar, Kartu Perpus, KTP, SIM, Kartu Nama, Profil Diri, dll.
- Komponen jati diri: nama, alamat, tgl lahir, pekerjaan, hobi, minat/ bakat, keluarga, dll
- Contoh teks monolog memperkenalkan/ menceritakan diri/ orang lain/ keluarga.

Lesson 2:

Do you

want to know more?

- Contoh dialog/ percakapan tentang jati diri (berkenalan, bertemu di sekolah pada hari pertama, ngobrol tentang keluarga, dll)
- Bagian-bagian dialog: Opening - Transaction/Content - Closing.
  - Contoh ungkapan-ungkapan pembuka & penutup dialog
- Contoh ungkapan meminta dan memberi informasi tentang jati diri.

Lesson 3:

Will you practice?

- Latihan memberikan respon spontan terhadap ungkapan memberi dan meminta informasi tentang jati diri
- Latihan memperagakan dialog berdasarkan gambar atau situasi yang disediakan

Lesson 4:

Will you perform?





- praktik melakukan dialog tentang memberi dan meminta informasi tentang jati diri.

## RECOMENDATION



Well students, now you have finished studying Lesson 4 and you have checked your answers of all the activities, haven't you? How is the result? Show your impression by put a tick on the icon provided in the table. Follow the recommendation given to each coloumn.

*Baiklah ananda sekalian, ternyata kalian sudah menyelesaikan semua kegiatan di Lesson 4. Dan kalian sudah mengecek kebenaran jawaban kalian, bukan? Bagaimana hasilnya? Tunjukkan kesan yang ananda rasakan dengan cara memberi tanda centang pada tabel yang sudah disiapkan dalam table. Ikuti rekomendasi pada tiap-tiap kolom sesuai dengan kesan ananda!*

I can do only less than 40% of all the activities in Lesson 4	I can do 40% - 80% of all the activities in Lesson 4	I can do more than 80% of all the activities in Lesson 4
 <b>Sad</b>	 <b>Confused</b>	 <b>Happy</b>
<p><b>YOU CAN'T GO TO THE NEXT LESSON DON'T WORRY!</b></p> <p>Here are what you've to do: Tell your parents and teacher the problems you faced in this lesson. Ask for suggestion and explanation from them to follow.</p>	<p><b>BE PATIENT! YOU CAN'T GO TO THE NEXT LESSON</b></p> <p>Here are what you've to do: Try to do the activities that you found difficult, again. Use any aids that can help you. Keep on happy and healthy.</p>	<p><b>CONGRATS! YOU CAN GO TO THE NEXT LESSON</b></p> 



## EVALUASI

I. Choose the correct arrangement of the following jumbled words.

1. class    you    What    are    in    ?  
1            2            3            4            5            6

1.

- A. 3-1-4-2-5-6
- B. 3-2-4-1-5-6
- C. 3-1-5-2-4-6
- D. 3-1-2-4-5-6

2. complete    your    What    name    is    ?  
1            2            3            4            5            6

2.

- A. 3-1-4-2-5-6
- B. 3-2-4-1-5-6
- C. 3-1-5-2-4-6
- D. 3-5-2-1-4-6

3. go to    you    What    do    school    ?  
1            2            3            4            5            6

3

- A. 3-1-4-2-5-6
- B. 3-5-4-2-1-6
- C. 3-1-5-2-4-6
- D. 3-5-2-1-4-6

4. subject you What do school most like ?  
1 2 3 4 5 6 7 8

4.

A. 3-1-4-2-5-7-6-8

B. 3-5-4-2-1-6-7-8

C. 3-5-1-4-2-7-6-8

D. 3-1-2-5-4-6-7-8

5. or brothers How many do sisters you have ?  
1 2 3 4 5 6 7 8

5.

A. 3-1-4-2-5-7-6-8

B. 3-5-4-2-1-6-7-8

C. 3-5-1-2-4-6-7-8

D. 3-1-2-5-4-6-7-8

## II. Choose the correct expressions to complete the dialogue.

Desy : Excuse me. Can I sit here?

Shinta : Of course. Well, I'm Shinta. -----? (1)

Desy : I'm Desy Wulandari. Just call me Dessy. I'm a new student.

Shinta : -----? (2)

Desy : I come from Pekan Baru, but here I stay with my grandparents on Kaliurang Street. How about you?

-----? (3)

Shinta : I live at Damai Street number 67. -----? (4)

Desy : I like singing, how about you?

Shinta : My hobby is dancing.

- Desy : Hmm ... singing and dancing. It's quite matching.  
How about someday having a performance?
- Shinta : Wow.. It's a good idea!
- Desy : Of course. -----? (5)
- Shinta : My phone number is 085840251989
- Desy : Well, Thank you, but sorry I must go now. I'll call  
you when I arrive home.
- Shinta : OK, see you.

1. A. What's your phone number?  
B. Where are you from?  
C. What's your name?  
D. Where do you live?
2. A. What's your phone number?  
B. Where are you from?  
C. What's your name?  
D. Where do you live?
3. A. What's your phone number?  
B. Where are you from?  
C. What's your name?  
D. Where do you live?
4. A. What's your hobby?  
B. Where are you from?  
C. What's your name?  
D. Where do you live?

5. A. What's your phone number?
- B. Where are you from?
- C. What's your name?
- D. Where do you live?

III. Answer the questions based on the dialogue.

Shanti : Hi, I'm Shanti. I am in class 7D  
 Wayan : Hello. My name's Wayan Suwartana. I'm in 7C  
 Shanti : You are from Bali, right?  
 Wayan : Yes, I am. What about you?  
 Shanti : I'm from this city. What's your address, Wayan?  
 Wayan : I live at Delima Street 105.  
 Shanti : Really. I live in Jalan Delima too.  
 Wayan : Do you? What number?  
 Shanti : 115.  
 Wayan : We can go to school and do lots of things together, then.  
 Shanti : Sure. I'd love to.  
 Wayan : So, can we go home together this afternoon?  
 Shanti : Sure. I'll be waiting in the school gate after school.  
 Wayan : Okay. See you.

1. How many speakers are there in the dialogue? What are their names?

.....

2. What is the relationship between the speakers?

.....

3. What are they?

.....

4. Where does the dialogue probably take place?

.....

5. When do you think the dialogue happens?

.....

IV. Here is a form of biodata. Find a partner, do an interview to fill in this form. Make a list of questions that you will use in the interview.

The form is titled "All about MY PARTNER" and contains the following sections:

- NAME**: A blank box for the partner's name.
- PETS**: A blank box for the partner's pets.
- HOBBIES**: A box with a drawing of a ball and a bat.
- favorite CANDY**: A box with a drawing of a lollipop.
- favorite MOVIE/TV show**: A box for the partner's favorite media.
- FAMILY: how many?**: A section with lines for "Brothers" and "Sisters", and a question "Are you the oldest, youngest or middle?". It includes a drawing of a bottle labeled "CHEMIST" and a pencil.
- favorite PLACE**: A box with a drawing of a house.
- favorite COLOR**: A box with a drawing of a crayon.
- favorite MUSIC**: A box with a drawing of a speaker and a phone.
- your BIRTHDAY**: A box with a drawing of a birthday cake.
- favorite BOOKS to read**: A box with a drawing of an open book.
- favorite VACATION**: A box with a drawing of a beach umbrella.
- favorite SUBJECT in school**: A box with a drawing of a school building.
- favorite FOOD**: A box with a drawing of a bowl of food.

## KUNCI, PEMBAHASAN, PEDOMAN PENSKORAN & RUBRIK PENILAIAN KEGIATAN EVALUATION

### I.

NO.	KUNCI	PEMBAHASAN	SKOR
1.	A	<p>Kata kata yang diacak mengandung unsur kata Tanya “what”, maka urutan kata yang tepat mengikuti struktur kalimat tanya: Question Word [Kata Tanya] – Auxiliary Verb/ TO BE [kata kerja bantu/ TO BE] – Subject [subyek] – Adverb [Keterangan]. Maka kalimat yang tepat untuk nomor 1:</p> <p style="text-align: center;"><b><u>WHAT CLASSAREYOUIN?</u></b></p>	2
2.	D	<p>Kata kata yang diacak mengandung unsur kata Tanya “what”, maka urutan kata yang tepat mengikuti struktur kalimat tanya: Question Word [Kata Tanya] – Auxiliary Verb/ TO BE [kata kerja bantu/ TO BE] – Subject [subyek] – Adverb [Keterangan]. Maka kalimat yang tepat untuk nomor 1:</p> <p style="text-align: center;"><b><u>WHAT IS YOUR COMPLETE NAME?</u></b></p>	2
3.	B	<p>Kata kata yang diacak mengandung unsur kata Tanya “what”, maka urutan kata yang tepat mengikuti struktur kalimat tanya: Question Word [Kata Tanya] – Auxiliary Verb/ TO BE [kata kerja bantu/ TO BE] – Subject [subyek] – Adverb [Keterangan]. Maka kalimat yang tepat untuk nomor 1:</p> <p style="text-align: center;"><b><u>WHAT SCHOOL DO YOU GO TO?</u></b></p>	2

4.	C	Kata kata yang diacak mengandung unsur kata Tanya “what”, maka urutan kata yang tepat mengikuti struktur kalimat tanya: Question Word [Kata Tanya] – Auxiliary Verb/ TO BE [kata kerja bantu/ TO BE] – Subject [subyek] – Adverb [Keterangan]. Maka kalimat yang tepat untuk nomor 1: <b><u>WHAT SCHOOL SUBJECT DO YOU LIKE MOST?</u></b>	2
5.	C	Kata kata yang diacak mengandung unsur kata Tanya “what”, maka urutan kata yang tepat mengikuti struktur kalimat tanya: Question Word [Kata Tanya] – Auxiliary Verb/ TO BE [kata kerja bantu/ TO BE] – Subject [subyek] – Adverb [Keterangan]. Maka kalimat yang tepat untuk nomor 1: <b><u>HOW MANY SISTERS OR BROTHERS DO YOU HAVE?</u></b>	2

Pedoman Penskoran:  $\frac{\text{Skor siswa}}{10} \times 100$

## II.

NO.	KUNCI	PEMBAHASAN	SKOR
1.	C	Jawaban dari kalimat yang hilang di nomor satu adalah “I’m Desy Wulandari “. Artinya pembicara menyampaikan namanya. Maka kalimat yang tepat untuk nomor 1 adalah pertanyaan tentang nama, yaitu: <b>WHAT’S YOUR NAME?</b>	2
2.	B	Jawaban dari kalimat yang hilang di nomor dua adalah “I come from Pekan Baru “. Artinya pembicara menyampaikan dari mana asalnya. Maka kalimat yang tepat untuk nomor 2 adalah pertanyaan tentang asal, yaitu: <b>WHERE ARE YOU FROM?</b>	2

3.	D	Jawaban dari kalimat yang hilang di nomor tiga adalah "I live at Damai Street number 67 ". Artinya pembicara menyampaikan di mana tinggalnya. Maka kalimat yang tepat untuk nomor 3 adalah pertanyaan tentang alamat, yaitu: WHERE DO YOU LIVE?	2
4.	A	Jawaban dari kalimat yang hilang di nomor empat adalah "I like singing ". Artinya pembicara menyampaikan hobinya. Maka kalimat yang tepat untuk nomor 4 adalah pertanyaan tentang hobil, yaitu: WHAT'S YOUR HOBBY?	2
5.	A	Jawaban dari kalimat yang hilang di nomor lima adalah "My phone number is 085840251989 ". Artinya pembicara menyampaikan nomor teleponnya. Maka kalimat yang tepat untuk nomor 5 adalah pertanyaan tentang nomor telepon, yaitu: WHAT'S YOUR PHONE NUMBER?	2

Pedoman Penskoran: Skor siswa x 100

10

### III.

NO.	KUNCI	PEMBAHASAN	SKOR
1.	2 Shanti & Wayan	Soal nomor 1 menanyakan jumlah& nama pembicara pada dialogue. Jawaban terlihat jelas pada teks.	3
2.	Friends/ school mates.	Soal nomor 2 menanyakan hubungan antara pembicara. Terlihat jelas pada teks ada istilah kelas 7D &6C. Berarti mereka sama-sama siswa kelas 7 SMP.	3
3.	Students/ Students of Junior High School	Soal nomor 3 menanyakan pekerjaan/status pembicara. Terlihat jelas pada teks ada istilah kelas 7D &6C. Berarti mereka pelajar/ siswa SMP.	3



4.	At School	Soal nomor 4 menanyakan tempat kejadian dialogue. Jawaban jelas terlihat di teks terutama kata In the school gate after class.	3
5.	In the morning	Soal nomor 5 menanyakan kapan/ waktu terjadinya dialogue. . Jawaban jelas terlihat di teks terutama kata In the school gate after class.	3

Pedoman Penskoran:  $\text{Skor siswa} \times 100$

15

## Scoring

### *Pedoman Penilaian Pengetahuan*

Nomor soal	Kriteria	Skor
1-5 & 1-5	Jawaban salah	0
	Jawaban benar	2
1-5	Tidak menjawab.	0
	Menjawab salah	1
	Menjawab benar dengan tulisan yang salah	2
	Menjawab benar dengan tulisan benar	3
Jumlah skor maksimal		35

Nilai:  $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

## ***Pedoman Penilaian Ketrampilan***

Aspek	Kriteria	Skor
Fluency / Kelancaran	Kurang lancar, banyak terdapat keragu - raguan	1
	Lancar, tetapi masih terdapat keragu-raguan.	2
	Lancar	3
	Sangat lancar	4
Accuracy / Ketepatan	Hampir semua ucapan tidak bisa dipahami	1
	Sebagian kecil ucapan sudah dapat dipahami	2
	Sebagian besar ucapan dapat dipahami	3
	Semua ucapan dapat dipahami	4
Pronunciation / Pelafalan	Hampir semua pelafalan tidak benar	1
	Sebagian kecil pelafalan sudah benar	2
	Sebagian besar pelafalan sudah benar	3
	Semua pelafalan sudah benar	4
Intonation / Intonasi	Intonasi hampir semua kata salah	1
	Intonasi sebagian kecil kata sudah benar	2
	Intonasi sebagian besar kata sudah benar	3
	Intonasi semua kata, frasa dan kalimat sudah benar	4
Jumlah skor maksimal		16

Nilai:  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$





## RECOMENDATION



Well students, now you have finished doing the EVALUATION and you have checked your answers of all the activities, haven't you? How is the result? Show your impression by put a tick on the icon provided in the table.

Follow the recommendation given to each coloumn.

*Baiklah ananda sekalian, ternyata kalian sudah menyelesaikan semua kegiatan di Lesson 4. Dan kalian sudah mengecek kebenaran jawaban kalian, bukan? Bagaimana hasilnya? Tunjukkan kesan yang ananda rasakan dengan cara memberi tanda centang pada tabel yang sudah disiapkan dalam table. Ikuti rekomendasi pada tiap-tiap kolom sesuai dengan kesan ananda!*

I can do only less than 50	I can do 50 - 80	I can do more than 80
 <p><b>Sad</b></p>	 <p><b>Confused</b></p>	 <p><b>Happy</b></p>
<p><b>YOU CAN'T GO TO THE NEXT LESSON DON'T WORRY!</b> Here are what you've to do: Tell your parents and teacher the problems you faced in this lesson. Ask for suggestion and explanation from them to follow.</p>	<p><b>BE PATIENT! YOU CAN'T GO TO THE NEXT LESSON</b> Here are what you've to do: Try to do the activities that you found difficult, again. Use any aids that can help you. Keep on happy and healthy.</p>	<p><b>CONGRATS!</b> <b>YOU CAN GO TO THE NEXT LESSON</b></p> 

## GLOSSARIUM

- ID (Identity)* : identitas.
- Personal ID* : informasi pribadi seseorang, mencakup nama, alamat, tgl lahir, pekerjaan, dll.
- Opening* : pembuka percakapan, yaitu pengantar yang digunakan untuk memulai percakapan atau mengawali proses interaksi.
- Transaction* : bagian percakapan dimana terjadi pertukaran informasi antar pembicara, terjadi saling meminta dan memberi informasi
- Closing* : bagian akhir percakapan yang berfungsi untuk mengakhiri sebuah percakapan antara kedua pihak atau lebih untuk menyelesaikan suatu proses interaksi
- 
- Assignment (noun) : tugas
- Child (noun) : anak
- Family (noun) : keluarga
- Friend (noun) : teman
- Go/ Goes (verb) : bersekolah
- Help/ helps (verb) : membantu
- Introduce (verb) : memperkenalkan
- Live/ Lives (verb) : tinggal
- Meet (verb) : bertemu
- Pet (noun) : binatang piaraan

Siblings (noun)	: saudara kandung
Tame (adjective)	: jinak
Tell (verb)	: menceritakan
Youngest (adjective)	: bungsu/ paling muda

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## DAFTAR GAMBAR

Gambar :	Sumber:
1	<a href="https://images.app.goo.gl/cibEDRKz5is6txDq6">https://images.app.goo.gl/cibEDRKz5is6txDq6</a>
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3	<a href="https://images.app.goo.gl/4U5rkEKy6JDoQxXg7">https://images.app.goo.gl/4U5rkEKy6JDoQxXg7</a>
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12	Dokumen Pribadi Th.2020
13	Dokumen Pribadi Th.2020
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16	<a href="https://images.app.goo.gl/K5DjeUHQimP77Usr8">https://images.app.goo.gl/K5DjeUHQimP77Usr8</a>
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# MODUL 2

## WHAT TIME IS IT?



## KOMPETENSI DASAR

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- 3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)
- 4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## PETA KOMPETENSI



Pembelajaran ke ...	Tujuan Pembelajaran
1 [Lesson 1]	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca teks berbentuk undangan, Ananda dapat mengidentifikasi konteks penggunaan waktu dengan tepat.</li> <li>2. Melalui kegiatan membaca teks berbentuk undangan, Ananda dapat mengidentifikasi kosa kata tentang waktu dengan tepat.</li> <li>3. Melalui kegiatan membaca teks berbentuk kalender, Ananda dapat mengidentifikasi konteks penggunaan waktu dengan tepat.</li> <li>4. Melalui kegiatan membaca teks berbentuk kalender, Ananda dapat mengidentifikasi kosakata tentang waktu dengan tepat.</li> <li>5. Melalui kegiatan membaca teks berbentuk jadwal pelajaran, Ananda dapat mengidentifikasi konteks penggunaan waktu dengan tepat .</li> <li>6. Melalui kegiatan membaca teks berbentuk jadwal pelajaran, Ananda dapat mengidentifikasi kosakata tentang waktu dengan tepat.</li> <li>7. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat menunjukkan rasa tanggung jawab, disiplin dan percaya diri.</li> <li>8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>9. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.</li> </ol>
2 [Lesson 2]	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi fungsi sosial teks dengan tepat;</li> <li>2. Melalui kegiatan membaca teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi struktur teks dengan tepat;</li> <li>3. Melalui kegiatan membaca teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi ungkapan meminta dan memberi informasi waktu dalam jam teks dengan tepat.</li> <li>4. Melalui kegiatan menjodohkan waktu dalam jam bentuk digital dengan cara membacanya, Ananda dapat memberi informasi tentang waktu dalam jam dengan tepat.</li> <li>5. Melalui kegiatan mengamati gambar jam Ananda dapat mengungkapkan waktu dalam jam dengan tepat.</li> </ol>

6. Melalui kegiatan membaca teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi fungsi social teks dengan tepat.
7. Melalui kegiatan membaca teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi ungkapan meminta dan memberi informasi waktu dalam hari dengan tepat.
8. Melalui kegiatan mengamati gambar kalender, Ananda dapat mengungkapkan waktu dalam hari dengan tepat.
9. Melalui kegiatan menyimak video percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi fungsi social teks dengan tepat.
10. Melalui kegiatan menyimak video percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi struktur teks dengan tepat.
11. Melalui kegiatan menyimak video percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, Ananda dapat mengidentifikasi ungkapan meminta dan memberi informasi dalam tanggal, bulan dan tahun dengan tepat.
12. Melalui kegiatan menjodohkan angka dengan cara membacanya, Ananda dapat memberi informasi tentang urutan dengan tepat.
13. Melalui kegiatan mengamati gambar perlombaan lari, Ananda dapat memberi informasi tentang urutan dengan tepat.
14. Melalui kegiatan membaca teks transaksional yang melibatkan tindakan memberi dan meminta informasi tentang hari tanggal bulan dan tahun, Ananda dapat mengidentifikasi fungsi social dengan tepat.
15. Melalui kegiatan membaca teks transaksional yang melibatkan tindakan memberi dan meminta informasi tentang hari tanggal bulan dan tahun, Ananda dapat mengidentifikasi struktur teks dengan tepat.
16. Melalui kegiatan membaca teks transaksional yang melibatkan tindakan memberi dan meminta informasi tentang hari tanggal bulan dan tahun, Ananda dapat mengidentifikasi unsur kebahasaan dengan tepat.
17. Melalui kegiatan mengamati gambar kalender, Ananda dapat memberi informasi tentang waktu dalam bulan dengan tepat
18. Melalui kegiatan mengamati gambar kalender, Ananda dapat memberi informasi tentang waktu dalam tanggal dan bulan dengan tepat

	<ol style="list-style-type: none"> <li>19. Melalui kegiatan menjodohkan tahun dalam angka dengan cara membacanya, Anda dapat memberi informasi tentang waktu dalam tahun dengan tepat</li> <li>20. Melalui kegiatan mengamati gambar kalender, Anda dapat memberi informasi tentang waktu dalam tanggal, bulan dan tahun.</li> <li>21. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat menunjukkan sikap tanggung-jawab, disiplin dan percaya diri.</li> <li>22. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>23. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.</li> </ol>
<p style="text-align: center;">3 [Lesson 3]</p>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan mengamati gambar jam dan kalender, Anda menyusun percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, hari, tanggal, bulan dan tahun dengan tepat.</li> <li>2. Melalui kegiatan menyimak teks yang diperdengarkan, Anda dapat melengkapi teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, hari, tanggal, bulan dan tahun dengan tepat.</li> <li>3. Melalui kegiatan membaca teks percakapan, Anda dapat melengkapi teks percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, hari, tanggal, bulan dan tahun dengan ungkapan yang tepat.</li> <li>4. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat meningkatkan rasa tanggung jawab, disiplin dan percaya dirinya.</li> <li>5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</li> </ol>
<p style="text-align: center;">4 [Lesson 4]</p>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca bagan alur percakapan, Anda dapat mempraktikkan percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, hari, tanggal, bulan dan tahun dengan tepat.</li> <li>2. Melalui kegiatan membaca situasi yang disediakan, Anda dapat menyusun script percakapan yang melibatkan tindakan memberi dan meminta informasi tentang waktu, hari, tanggal, bulan dan tahun dengan tepat.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran, siswa dapat meningkatkan rasa tanggung jawab, disiplin dan percaya diri.</li> <li>4. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.</li> </ol>
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Pembelajaran ke...	Peran Guru	Peran Orang tua
1 [Lesson 1]	<p>Menyediakan bahan ajar utama dan bahan ajar pendukung</p> <p>Membacakan teks yang harus disimak peserta didik apabila peserta didik tidak memiliki fasilitas untuk mendengarkan</p> <p>Memberikan bantuan teknis apabila peserta didik mengalami kendala</p>	<p>Memastikan ketersediaan bahan ajar.</p> <p>Memberikan bantuan teknis apabila anak mengalami kendala</p> <p>Menjembatani komunikasi antara guru dengan anak</p>
2 [Lesson 2]	<p>Menyediakan bahan ajar utama dan bahan ajar pendukung</p> <p>Membacakan teks yang harus disimak peserta didik apabila peserta didik tidak memiliki fasilitas untuk mendengarkan</p> <p>Memberikan bantuan teknis apabila peserta didik mengalami kendala</p>	<p>Memastikan ketersediaan bahan ajar.</p> <p>Memberikan bantuan teknis apabila anak mengalami kendala</p> <p>Menjembatani komunikasi antara guru dengan anak</p>
3 [Lesson 3]	<p>Memberikan bantuan teknis apabila peserta didik mengalami kendala</p> <p>Memberikan dukungan moril agar peserta didik bersemangat dan percaya diri dalam menyusun teks lisan dan tulis</p>	<p>Memastikan keberadaan partner bagi anak untuk praktik</p> <p>Memberikan bantuan teknis apabila anak mengalami kendala</p> <p>Menjembatani komunikasi antara guru dengan anak</p>

4 [Lesson 4]	Memberikan bantuan teknis apabila peserta didik mengalami kendala Memberikan dukungan moril agar peserta didik bersemangat dan percaya diri dalam menyusun teks lisan dan tulis	Memastikan keberadaan partner bagi anak untuk praktik Memberikan bantuan teknis apabila anak mengalami kendala Menjembatani komunikasi antara guru dengan anak
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# LESSON 1

## DO YOU KNOW ABOUT IT?

At the end of the lesson you will be able to explain various information about time, day, parts of the day, date, month and year and the context where you can find information about it.

### LET'S GET READY



Dear students, listen to the song “Happy Birthday” by clicking the link. <https://drive.google.com/file/d/1hp07Bs5eYyanNirvRBDYOdru57EuZjKu/view?usp=sharing>

*However, if you cannot listen to it, please read the lyric. Then, answer the questions related to the song.*

*Simak lagu “Happy Birthday” dengan mengklik tautan! Namun, kalau Ananda kesulitan untuk mengaksesnya, Ananda dapat memperhatikan dan membaca liriknya! Kemudian, jawab pertanyaan terkait dengan lagu tersebut!*



Picture 2

The following words may help you.

*Kata – kata berikut mungkin membantu Ananda.*

· birthday [noun] : ulang tahun	· luck [noun] : nasib/ keberuntungan
· celebrate [verb] : merayakan	· sing [verb] : menyanyikan
· feel [verb] : merasa	· song [noun] : lagu
· happiness [noun] : kebahagiaan	· such [determiner] : semacam itu
· heard [verb] : mendengar	· title [noun] : judul

1. What is the title of the song?  
\_\_\_\_\_
2. Have you ever heard or sung a song before?  
\_\_\_\_\_
3. When do you usually sing such a song?  
\_\_\_\_\_
4. How do you feel when your friends sing such a song to you?  
\_\_\_\_\_
5. When will you celebrate your birthday?  
\_\_\_\_\_
6. What birthday is it?  
\_\_\_\_\_

## LET'S STUDY

### ACTIVITY 1



Dear students, pay attention to the picture carefully to get some information. Then, answer the following questions. *Perhatikan gambar dengan seksama supaya Ananda memperoleh berbagai informasi dari gambar tersebut! Kemudian jawablah pertanyaan – pertanyaan berdasarkan gambar tersebut*



Picture 3

What kind of text is it?  
\_\_\_\_\_

What is it for?  
\_\_\_\_\_

How old is Lily?  
\_\_\_\_\_

How do you know?  
\_\_\_\_\_

When was Lily born?  
\_\_\_\_\_

On what day will the party be held?  
\_\_\_\_\_

When will Lily celebrate her birthday?  
\_\_\_\_\_

What time will the party be held?  
\_\_\_\_\_

### You should know

Here is the information related to time that you usually find in an invitation :

- the time of the agenda
- the day, date, month and year of the agenda

### ***Yang seharusnya Ananda pahami***

*Berikut ini adalah informasi terkait waktu yang biasanya Ananda temukan pada undangan*

- *waktu dalam bentuk jam dari acara tersebut*
- *hari, tanggal, bulan dan tahun dari acara tersebut*

## **ACTIVITY 2**



Dear students, pay attention to the picture carefully to get some information. Then, answer the questions.

*Perhatikan gambar dengan seksama supaya Ananda memperoleh beberapa informasi! Kemudian jawablah pertanyaan – pertanyaan di bawahnya dengan tepat!*



1. What kind of text is it?

---

2. What picture is it?

---

3. Where do you probably find it?

---

4. What is it for?

---

5. What information can you get in it?

---

6. What month is it?

---

7. Are there any numbers in it?

---

8. How many days are there in August 2020?

---

### **You should know**

Here is the information related to time that you usually find in a calendar :

- the days in a week
- the dates in each month
- the months in a year
- the year

### **Yang seharusnya Ananda pahami**














- *Berikut ini adalah informasi terkait waktu yang biasanya Ananda temukan di dalam kalender:*
- *nama-nama hari dalam satu minggu*
- *tanggal dalam setiap bulannya*
- *nama – nama bulan dalam satu tahun*
- *tahun*

### ACTIVITY 3



Dear students, pay attention to the picture carefully to get some information. Then, answer the questions.

*Perhatikan gambar dengan seksama supaya Anda memperoleh beberapa informasi! Kemudian jawablah pertanyaan – pertanyaan di bawahnya dengan tepat!*

<b>School timetable</b>		<b>Name: Kim</b>			
	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 10.30	English 	maths 	history 	English 	science 
<b>Break</b>					
11.00 - 12.30	maths 	IT 	science 	maths 	English 
<b>Lunch time</b>					
1.30 - 3.00	geography 	music 	PE 	drama 	art 
After school	football 		piano 		swimming 

Picture 5

1. What picture is it?

\_\_\_\_\_

2. Whose timetable is it?

\_\_\_\_\_

3. What information can you get from Kim's timetable?  
\_\_\_\_\_
4. How many school days are there? What are they?  
\_\_\_\_\_
5. How many subjects are there? What are they?  
\_\_\_\_\_
6. How many after school activities does Kim have? What are they?  
\_\_\_\_\_
7. How many periods are there?  
\_\_\_\_\_
8. How long will Kim study at school if there is no after school activity?  
\_\_\_\_\_
9. Do you have your own timetable?  
\_\_\_\_\_
10. Do you write the time and the school days on your timetable?  
\_\_\_\_\_

### **You should know**

Here is the information related to time that you usually find in a timetable :

- the time periods
- the days in a week

### **Yang seharusnya Ananda pahami**

*Berikut ini adalah informasi terkait waktu yang biasanya Ananda temukan di dalam jadwal.*

- *periode waktu*
- *nama – nama hari dalam seminggu*

## ACTIVITY 4



Dear students, listen to your teacher carefully. He/she will read a text for you. Then, put a tick (✓) in True or False column for the following statements.

*Simak guru Ananda dengan seksama! Lalu, beri tanda centang (✓) pada kolom True atau False untuk pernyataan-pernyataan berikut ini!*

The following words may help you.

*Kata – kata berikut mungkin dapat membantu Ananda.*

- approximately (adverb): *kira - kira*
- baggage (noun): *barang bawaan*
- choosing (verb): *memilih*
- currently (adverb): *sekarang ini*
- devices (noun): *peralatan*
- duration (noun): *durasi*
- expected (verb): *diharapkan*
- prohibited (verb): *dilarang*
- seatbelt (noun): *sabuk pengaman*
- secure (verb): *mengamankan*
- take off (verb): *lepas landas*
- turn off (verb): *mematikan*
- underneath (preposition): *di bawah*

No	Statements	True	False
1.	We can find such an nouncement on the plane.		
2.	The flight number is Flight 4B7.		
3.	The flight is from San Fransisco to Hongkong.		



4.	Flight 4B7 is first in line for take-off.		
5.	The plane will be in the air in approximately 17 minutes.		
6.	The passengers must turn off all electronics devices.		
7.	The passengers must not fasten their seatbelts.		
8.	The plane is preparing to take-off.		

### **You should know**

Here is the information related to time that you usually find in an announcement :

- the time
- the day, date, month and year

### ***Yang seharusnya Ananda pahami***

*Berikut adalah informasi terkait waktu yang biasanya ananda temukan di dalam pengumuman*

- waktu dalam jam
- hari, tanggal, bulan dan tahun

## LET'S CHECK

### ACTIVITY 5



Dear students, pay attention to the timetable carefully to learn the information in it. Then complete the missing information there.

*Perhatikan gambar jadwal dengan seksama untuk mempelajari informasinya! Kemudian lengkapi informasi yang hilang!*

SCHOOL TIMETABLE						
Day	.....	.....	.....	.....	.....	.....
Time	.....	.....	.....	.....	.....	.....
... - ...	Math Math	Science	PE	Science	Math	Indonesian
... - ...		Science	PE	Science	Math	Indonesian
... - ...	Indonesian	Social Science	English	Religion	English	Science
... - ...	Indonesian	Social Science	English	Religion	English	Science
... - ...	Art	Javanese	Indonesian	English	Civics	Math
... - ...	Art	Javanese	Indonesian	English	Civics	Math

**NOTES**

Presented by  
**Longer  
giant**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY 6



Dear students, read the announcement carefully to get the information in it. Then, complete the missing information there.

*Baca pengumuman dengan seksama untuk memperoleh informasi di dalamnya! Kemudian, lengkapi informasi yang hilang!*

### ATTENTION

It is announced that our school will hold a flag ceremony to celebrate Kartini Day. It will be held on

Day : \_\_\_\_\_

Date : \_\_\_\_\_

Time : \_\_\_\_\_

Please come to school early and don't forget to put on traditional costume.

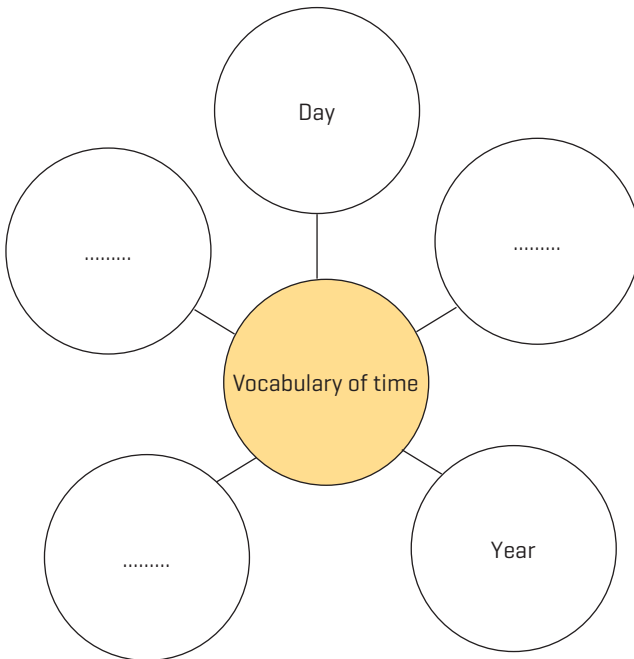
## LET'S SUM UP

### ACTIVITY 7



Dear students, pay attention to the diagram carefully to get a conclusion about what you have learned. Then, complete the diagram with the words related to time.

*Perhatikan diagram dengan seksama untuk menyimpulkan apa yang sudah Ananda pelajari! Kemudian, lengkapi diagram tersebut dengan kosakata terkait waktu!*

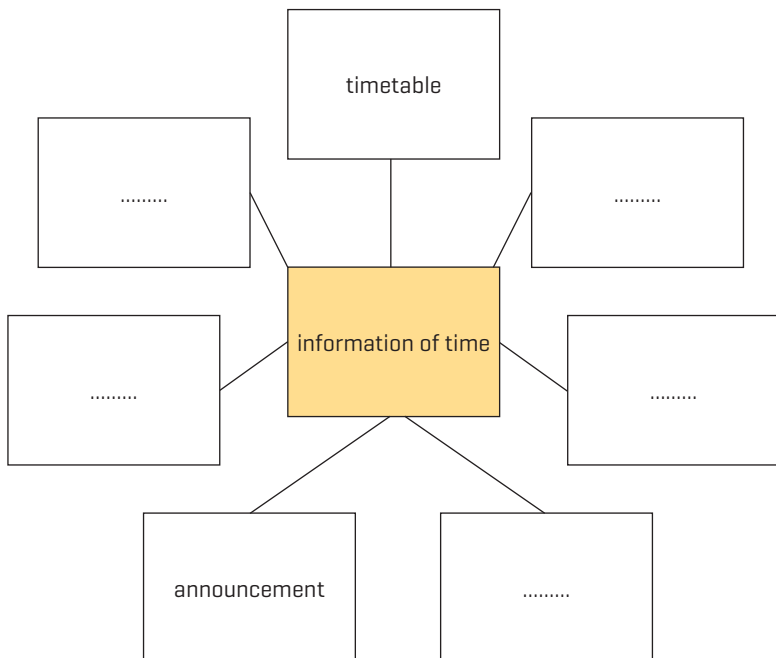


## ACTIVITY 8



Dear students, pay attention to the diagram carefully to get a conclusion about what you have learned. Then, complete the diagram with the contexts of the information related to time.

*Perhatikan diagram dengan seksama untuk menyimpulkan apa yang sudah Ananda pelajari! Kemudian lengkapi diagram konteks di mana Ananda menemukan informasi tentang waktu!*



## LET'S REFLECT



Reflect yourself on what you have learned so far. Then, put a tick (✓) on the emoticons to express your understanding.  
*Pikirkan tentang apa yang sudah Ananda pelajari! Kemudian, berilah tanda centang (✓) pada emoji yang sesuai untuk menggambarkan pemahaman Ananda!*

I know the words related to time. Saya tahu kosa kata terkait waktu.				
I know where I can find information about time. Saya tahu dimana saya bisa menemukan informasi tentang waktu.				

## ANSWER KEY

### Let's Get Ready

1. Happy Birthday
2. Yes, I have.
3. In a birthday party
4. Happy
5. .... (*sesuai ulang tahun masing – masing*)
6. 11<sup>th</sup> /12<sup>th</sup> /13<sup>th</sup>

### Let's Study

#### Activity 1

1. An birthday invitation card.
2. To invite someone.
3. Two years old.
4. From Lily's **2<sup>nd</sup>** birthday party.
5. On Saturday.
6. On the twenty-seventh of March
7. At 1 pm.

#### Activity 2

1. A calendar
2. On the wall of classroom / bedroom / living room etc
3. To get information about day, date, month and year.
4. Day, date, month and year.
5. It's August.
6. Yes, there are.
7. Dates and year.
8. 31 days.

### Activity 3

1. It's a school timetable.
2. Kim's timetable.
3. Time, days and subjects.
4. 5 days; Monday, Tuesday, Wednesday, Thursday and Friday.
5. 10 subjects; English, maths, history, science, IT, geography, music, PE, drama and art.
6. 3 activities; football, piano, swimming.
7. 3 periods.
8. 6 hours.
9. Yes, I do.
10. Yes, of course.

### Activity 4

#### Listening Script

#### Pre-flight Announcement

Ladies and gentlemen, welcome onboard Flight 4B7 with service from Hong Kong to San Francisco. We are currently third in line for take-off and are expected to be in the air in approximately seven minutes time. Please fasten your seatbelts and secure all baggage underneath your seat or in the overhead compartments. We also ask that your seats and table trays are in the upright position for take-off. Please turn off all personal electronic devices, including laptops and cell phones. Smoking is prohibited for the duration of the flight. Thank you for choosing Mountain Airlines. Enjoy your flight.



- |          |          |
|----------|----------|
| 1. True  | 5. False |
| 2. True  | 6. True  |
| 3. False | 7. False |
| 4. False | 8. True  |

## **Lets Check**

### Activity 5

Day : Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Time : 07.00 – 08.20, 08.20 – 09.40, ... (*jawaban tergantung masing – masing anak*)

### Activity 6

Day : Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Date : 1<sup>st</sup> – 31<sup>st</sup> of (January, February, March, April, May, June, July, August, September, October, November, December)

Time : 1 – 12 am / pm

## **Let's Sum up**

### Activity 7

vocabulary of time: day, date, month, year, hour, minute, ...

### Activity 8

We can find information of time in an announcement, timetable, invitation, schedule, itinerary, etc

## Let's Reflect

Jawaban bervariasi sesuai kondisi Ananda.

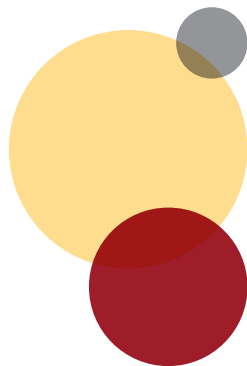


Well students, now you have finished studying Lesson 1 and you have checked your answers of all the activities, haven't you? Please analyze your answers. How far can you accomplish doing all the activities? Can you accomplish less than 50% of all the activities, or 50% - 80%, or more than 80%? When your accomplishment is less than 50%, you can ask your parents or your teacher to discuss the activities in which you find difficulties. When your accomplishment is 50% - 80% you may discuss the activities in which you find difficulties with your friends. When your accomplishment is 80% or more you can continue to Lesson 2.

*Baiklah Ananda, sekarang Ananda telah menyelesaikan mempelajari Lesson 1 dan Ananda sudah mengecek jawaban – jawaban Ananda pada semua aktivitasnya, bukan? Analisis jawaban – jawaban Ananda tersebut! Seberapa jauh Ananda dapat menyelesaikan aktivitas – aktivitas tersebut dengan baik? Apakah Ananda dapat menyelesaikan kurang dari 50% dari aktivitasnya, ataukah antara 50% - 80%, ataukah lebih dari 80%? Apabila pencapaian Ananda kurang dari 50%, Ananda dapat meminta bantuan orang tua atau bapak ibu guru untuk mendiskusikan aktivitas –aktivitas yang Ananda merasa kesulitan. Apabila pencapaian Ananda 50% - 80%, diskusikan aktivitas –aktivitas yang Ananda merasa kesulitan dengan teman! Dan ketika pencapaian Ananda 80% atau lebih, Ananda dapat segera melanjutkan ke Lesson 2.*

# LESSON 2

## WHY NOT EXPLORE MORE?



At the end of the lesson you will be able to identify the social function, generic structure, and linguistic features of written and spoken interactional transactional texts related to days, months, parts of day, time, dates, and years.

### LET'S GET READY

---



Dear students, pay attention to the letters in the puzzle carefully to get the names of days and months. Then, underline / highlight the words.

*Perhatikan huruf-huruf pada teka-teki dengan seksama untuk menemukan nama-nama hari dan bulan! Kemudian, garisbawahi/beri tanda pada kata-kata tersebut dan beri tanda centang (v) pada kata yang sudah Ananda temukan!*

## MONTH IN A YEAR AND DAYS OF THE WEEK

### WORD SEARCH PUZZLE

D	A	P	R	I	R	E	B	M	E	T	P	E	S	E	R	M	A	D	T
E	M	E	Y	R	M	O	N	D	A	Y	E	S	D	A	Y	R	U	A	H
C	A	W	E	O	A	W	U	T	F	R	A	D	A	Y	B	O	G	I	U
E	D	E	A	C	R	E	E	U	R	E	B	O	T	C	O	V	A	L	R
N	E	D	R	R	C	D	S	E	I	T	U	E	S	D	A	E	S	Y	S
B	C	N	L	A	H	N	D	S	D	M	O	N	D	E	Y	M	T	M	D
E	E	E	Y	M	I	R	C	H	A	E	S	J	U	L	R	B	U	O	A
T	M	J	A	N	U	A	R	R	Y	R	A	U	B	E	R	E	E	N	Y
T	B	U	P	F	E	B	R	U	A	R	E	N	Y	R	U	R	S	T	N
S	E	L	R	S	S	Y	R	A	U	R	B	E	F	A	T	E	D	H	O
U	R	E	I	S	A	T	U	R	M	O	N	D	E	W	E	E	A	K	N
G	S	N	L	J	U	R	T	E	E	O	C	T	O	B	J	U	Y	W	V
U	U	E	U	Y	A	D	S	E	N	D	E	W	R	E	B	V	O	E	E
A	N	B	E	A	P	R	A	L	L	Y	E	A	E	R	A	R	Y	E	M
P	D	M	R	D	N	E	S	D	A	Y	W	E	B	S	E	H	R	K	B
R	M	E	T	R	E	E	M	S	D	A	R	A	M	E	N	U	A	L	E
O	O	T	J	U	L	Y	A	R	C	H	M	S	E	P	O	R	U	Y	R
L	N	P	Y	T	H	U	R	D	A	A	Y	S	V	T	V	S	N	E	E
E	U	E	M	A	Y	D	A	Y	E	A	R	S	O	E	E	D	A	R	A
S	E	S	I	S	U	N	D	A	Y	E	E	R	N	U	E	A	J	U	L

<p style="text-align: center;">The names of the days:</p> <ul style="list-style-type: none"> <li>· Monday</li> <li>· Tuesday</li> <li>· Wednesday</li> <li>· Thursday</li> <li>· Friday</li> <li>· Saturday</li> <li>· Sunday</li> </ul>	<p style="text-align: center;">The names of the months</p> <ul style="list-style-type: none"> <li>· January</li> <li>· February</li> <li>· March</li> <li>· April</li> <li>· May</li> <li>· June</li> <li>· July</li> <li>· August</li> <li>· September</li> <li>· October</li> <li>· November</li> <li>· December</li> </ul>
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## ACTIVITY 1



Dear students, read the text carefully to get the information. Then, match the words you find in the text with their meanings based on the text.

*Baca teks dengan seksama untuk memperoleh informasi! Kemudian, jodohkan kata – kata yang Ananda temukan di dalam teks dengan artinya berdasarkan konteks pada teks tersebut!*

The following words may help you.

*Kata-kata berikut ini akan membantu Ananda*

half	: setengah jam	past	: lewat
hour	: jam	quarter	: seperempat jam
minutes	: menit	to	: kurang

- Wayan : Nyoman, you look so worried. What's the matter?  
Nyoman : You see, the traffic is so crowded. I think we're going to be late. What time is it?  
Wayan : It's a quarter past six. Don't panic, we'll be at school on time.  
Nyoman : But I have to be at school by ten to seven. We'll never make it there with all this morning traffic.  
Wayan : Sure, we will. Anyway, the class starts at seven, right? But don't speak loudly it will disturb the bus driver. Just stay calm, and don't worry too much. We won't be late.

Nyoman : OK, I think we almost leave the crowded traffic area soon.

Wayan : Don't worry. We won't be late. You know the bus driver is experienced.

1.	almost	a.	ramai
2.	area	b.	risau
3.	calm	c.	dengan keras
4.	crowded	d.	hampir
5.	experienced	e.	lalulintas
6.	loudly	f.	berpengalaman
7.	traffic	g.	daerah
8.	worried	h.	tenang

## ACTIVITY 2



Dear students, read the text again carefully to get the information. Then, answer the questions based on the text.

*Baca lagi teks tersebut dengan seksama. Kemudian, jawablah pertanyaan – pertanyaan berikut berdasarkan teks.*

1. What are Wayan and Nyoman talking about?  
\_\_\_\_\_
2. Where does the dialogue probably take place?  
\_\_\_\_\_
3. What do you think what they are probably?  
\_\_\_\_\_
4. When does the dialogue probably take place? Is it in the morning, in the afternoon or in the evening?  
\_\_\_\_\_

### ACTIVITY 3



Dear students, pay attention to the diagram carefully to get the information. Then label each part of the text with the provided word.

*Perhatikan bagan dengan seksama. Kemudian, berilah label pada masing – masing bagian teks dengan kata – kata yang tersedia.*

• closing	• opening	• transaction
-----------	-----------	---------------

Wayan	:	Nyoman, you look so worried. What's the matter?	_____
Nyoman	:	You see, the traffic is so crowded. I think we're going to be late. What time is it?	_____
Wayan	:	It's a quarter past six. Don't panic, we'll be at school on time.	
Nyoman	:	But I have to be at school by ten to seven. We'll never make it there with all this morning traffic.	
Wayan	:	Sure we will. Anyway, the class starts at seven, right? But don't speak loudly. It will disturb the bus driver. Just stay calm, and don't worry too much. We won't be late.	_____
Nyoman	:	OK, I think we almost leave the crowded traffic area soon.	
Wayan	:	Don't worry. We won't be late. You know the bus driver is experienced.	_____

## ACTIVITY 4



Dear students, read the times that you find in the text carefully to get the information. Then choose the appropriate time in the form of number.

*Baca waktu yang Ananda temukan di dalam teks dengan seksama. Kemudian, pilihlah waktu dalam bentuk angka yang sesuai.*

- |                       |          |          |          |
|-----------------------|----------|----------|----------|
| 1. a quarter past six | a. 05.45 | a. 06.10 | a. 06.07 |
| 2. ten to seven       | b. 06.15 | b. 06.50 | b. 07.00 |
| 3. seven              | c. 06.45 | c. 07.10 | c. 07.07 |

## ACTIVITY 5



Dear students, now you will have some exercises about times. Read the following times carefully. Then, match each of them with how to say it.

*Sekarang Ananda akan memperoleh beberapa latihan mengenai waktu. Baca dengan seksama. Kemudian, jodohkan masing-masing waktu tersebut dengan bagaimana pengungkapannya.*



- |     |       |    |                             |
|-----|-------|----|-----------------------------|
| 1.  | 4.20  | a. | It's half past three.       |
| 2.  | 8.35  | b. | It's twenty-five past nine. |
| 3.  | 3.30  | c. | It's ten to two.            |
| 4.  | 1.50  | d. | It's twenty past four.      |
| 5.  | 10.40 | e. | It's eleven o'clock.        |
| 6.  | 2.15  | f. | It's twenty-five to nine.   |
| 7.  | 9.25  | g. | It's five to four.          |
| 8.  | 5.45  | h. | It's ten past seven.        |
| 9.  | 6.05  | i. | It's twenty to eleven.      |
| 10. | 7.10  | j. | It's a quarter past two.    |
| 11. | 3.55  | k. | It's a quarter to six.      |
| 12. | 11.00 | l. | It's five past six.         |

## ACTIVITY 6



Dear students, here is another exercise about time. Pay attention to the pictures of clocks carefully to know the times. Then, choose the sentences telling about the times and rewrite them under the pictures. Number 1 has been done for you.

*Berikut ini adalah sebuah latihan lain tentang waktu. Perhatikan gambar jam secara seksama supaya Ananda*

mengetahui waktu yang ditunjukkan pada gambar jam tersebut! Kemudian pilihlah kalimat yang menyatakan waktu yang sesuai dengan gambar dan tuliskan di bawah setiap gambar! Nomor satu sudah dikerjakan dapat Ananda gunakan untuk contoh.

- It's a quarter past five
- It's ten past seven
- It's five to one
- It's a quarter to three
- It's half past seven
- It's one o'clock

- It's a quarter to five
- It's half past six
- It's ten to seven
- It's a quarter past three
- It's five past one
- It's two o'clock



1. It's one o'clock.



2. ....



3. ....



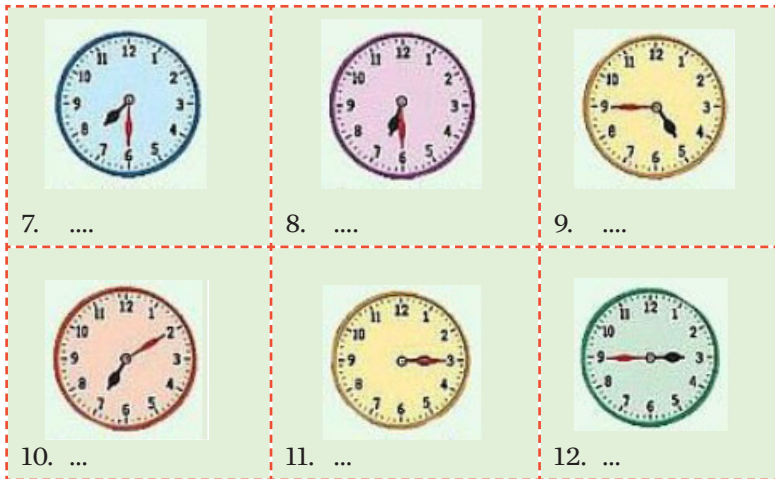
4. ....



5. ....



6. ....



Picture 7

## ACTIVITY 7



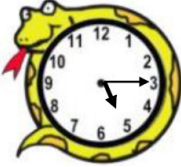

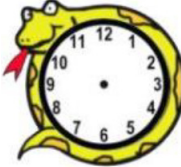






Dear students, here is another exercise to give you better understanding about time. Read the sentences under the pictures carefully to know the times. Then draw the short hand and the long hand on the pictures to show the right times. Number 1 has been done for you.

*Berikut adalah sebuah latihan lain tentang waktu supaya Ananda lebih memahaminya. Bacalah kalimat – kalimat di bawah gambar untuk supaya Ananda memahami artinya! Kemudian, gambarkan jarum pendek dan jarum panjang pada gambar jam untuk menunjukkan waktu yang tepat sesuai dengan kalimatnya! Nomor satu sudah dikerjakan dan dapat Ananda gunakan sebagai contoh.*

The following words may help you.

*Kata – kata berikut mungkin membantu Ananda.*

- short hand: *jarum pendek penunjuk jam*
- long hand: *jarum panjang penunjuk menit*

		
It's quarter past five	It's quarter past seven	It's half past five
		
It's five past seven	It's ten past two	It's quarter past seven
		
It's twenty past ten	It's twenty-five past eight	It's twenty to nine.

Picture 8

## ACTIVITY 8



Dear students, now it's time to practice to read the time. Pay attention to the pictures carefully to know the times. Then write the sentences telling the right time under the picture. Number 1 has been done for you.

*Ananda, sekarang saatnya untuk berlatih membaca waktu dalam jam. Perhatikan gambar jam secara seksama supaya Ananda mengetahui waktu yang ditunjukkan jam tersebut! Kemudian, tuliskan kalimat yang menyatakan waktu tersebut di bawah gambar! Nomor satu sudah dikerjakan dan dapat Ananda gunakan sebagai contoh.*



It's a quarter to four



-----



-----



-----



-----



-----



Picture 9

### **You should know**

Here are the parts of a dialogue :

- Opening : greeting
- Transaction: asking for information and giving information about time, day, date, month and year
- Closing : thanking / taking apart

To give information about the time you have to mention the minute and then past / to then the time

To ask for information about the time you can use “ what time ...”

### **Yang seharusnya Ananda pahami**

*Bagian – bagian dari teks percakapan adalah*

- *Pembukaan : salam*
- *Transaksi : meminta dan memberi informasi tentang waktu, hari, tanggal, bulan dan tahun*
- *Penutup ; ungkapan terima kasih / ungkapan berpamitan*

*Untuk memberi informasi tentang waktu dalam jam Ananda harus menyebutkan menitnya terlebih dahulu dan kemudian gunakan kata past atau to, kemudian diikuti dengan jamnya*

*Untuk meminta informasi tentang waktu dalam jam Ananda dapat menggunakan What time ...?*

## ACTIVITY 9



Dear students, here is another text. Read the text carefully to get its information. Then match the phrases you find in the text with the appropriate word.

*Berikut adalah sebuah teks lain. Bacalah teks dengan seksama untuk memperoleh informasi! Kemudian, jodohkan beberapa frase yang Ananda temukan di dalam teks dengan kata – kata yang sesuai.*

- Nyoman : Hi, Martha.  
Martha : Hello, Nyoman. How are you?  
Nyoman : I'm fine, and you?  
Martha : I'm fine, too. Hey, what's on your hand?  
Nyoman : It's an invitation for you. Please come to my birthday party.  
Martha : Oh, really? When is it Doni?  
Nyoman : Next Saturday, the twenty-first of July.  
Martha : What time is the party?  
Nyoman : At four in the afternoon.  
Martha : Okay, I'll come. By the way how old will you be?  
Nyoman : Thirteen. I was born in 2007.  
Martha : Hmmm ... I see.  
Nyoman : Alright Martha, I have to see some other friends. Bye.  
Martha : Okay, see you.

1.	Saturday	a.	time
2.	the twenty first of July	b.	day
3.	at four in the afternoon	c.	date
4.	in 2007	d.	year

## ACTIVITY 10



Dear students, read the text again carefully to get some information. Then, answer the questions based on the text. *Silahkan Ananda baca lagi teks tersebut dengan seksama untuk memperoleh informasi. Kemudian, jawablah pertanyaan – pertanyaan berikut dengan tepat berdasarkan teks.*

1. What are Nyoman and Martha talking about?  
\_\_\_\_\_
2. Where does the dialogue probably take place?  
\_\_\_\_\_
3. When does the dialogue probably happen?  
\_\_\_\_\_
4. What are Nyoman and Martha probably?  
\_\_\_\_\_
5. What will Nyoman probably do after that?  
\_\_\_\_\_



## ACTIVITY 11



Dear students, pay attention to the diagram carefully to get the information. Then label each part of the text with the provided word.

*Perhatikan bagan dengan seksama! Kemudian, berilah label pada masing-masing bagian teks dengan kata-kata yang tersedia!*

- closing
- opening
- transaction

Nyoman : Hi, Martha.	}	_____
Martha : Hello, Nyoman. How are you?		
Nyoman : I'm fine, and you?	}	_____
Martha : I'm fine, too. Hey, what's on your hand?		
Nyoman : It's an invitation for you. Please come to my birthday party.	}	_____
Martha : Oh, really? When is it Doni?		
Nyoman : Next Saturday, the twenty-first of July.	}	_____
Martha : What time is the party?		
Nyoman : At four in the afternoon.	}	_____
Martha : Okay, I'll come. By the way how old will you be?		
Nyoman : Thirteen. I was born in 2007.	}	_____
Martha : Hmmm ... I see.		
Nyoman : Alright Martha, I have to see some other friends. Bye.	}	_____
Martha : Okay, see you.		

## ACTIVITY 12



Dear students, read the text again carefully to get its information. Do you find the name of the days in the text? Ofcourse there is the name of the day, Saturday. Do you know all the names of the days? Now let's learn more about the names of the days.

Pay attention to the picture carefully to know the days. Then write the names of the days in the correct order.

*Baca lagi teks tersebut dengan seksama untuk memperoleh informasi! Apakah Ananda menemukan nama hari? Ya, di dalam teks tersebut terdapat nama hari "Saturday". Apakah Ananda tahu nama-nama hari yang lain? Mari kita pelajari tentang nama – nama hari.*

*Perhatikan gambar secara seksama untuk mengetahui nama-nama hari! Kemudian, tuliskan nama-nama hari tersebut dengan urutan yang benar!*

The following words may help you.

*Kata – kata berikut mungkin membantu Ananda.*

- Monday : hari Senin
- Tuesday : hari Selasa
- Wednesday : hari Rabu
- Thursday : hari Kamis
- Friday : hari Jumat
- Saturday : hari Sabtu
- Sunday : hari Minggu



Picture 10

- Monday
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### ACTIVITY 13



Read the sentences carefully to get information about the days. Then, complete the sentences with the appropriate names of the days. Number 1 has been done for you.

*Bacalah kalimat-kalimat rumpang dengan seksama untuk mengetahui nama hari! Kemudian, tuliskan nama hari tersebut di dalam teka-teki. Nomor satu sudah dikerjakan dan dapat Ananda gunakan sebagai contoh.*



Picture 14

1. The day after Friday is Saturday.
2. The day before Monday is ... .
3. The day before Wednesday is ... .
4. The day after Tuesday is ... .
5. The day between Saturday and Monday is ... .
6. The day between Tuesday and Thursday is ... .
7. Three days after Friday is ... .
8. Sunday is the shortest name of the days and the longest one is ... .

## ACTIVITY 14



Dear students, read the text again carefully to get its information. Then, identify the expressions of asking for information and giving information about the time, day, date, month and year. Rewrite the expressions in the table. *Baca lagi teks tersebut dengan seksama untuk memperoleh informasi! Kemudian, identifikasi ungkapan meminta informasi dan memberi informasi tentang waktu, hari, tanggal, bulan dan tahun! Tuliskan kembali ungkapan – ungkapan tersebut di dalam tabel!*

Expression of asking for information about the time	
Expression of giving information about the time	
Expression of asking for information about the day	
Expression of giving information about the day	
Expression of asking for information about the date, month and year.	
Expression of giving information about the date, month and year.	

## ACTIVITY 15



Dear students, watch the video to get the information by clicking the link. However, if there is no facility to watch it, please listen to your teacher carefully. He / she will read the text for you. Then, read the statements carefully and put a tick (v) in the “True” column if the statement is true and put a tick (v) in the “False” if the statement is false.

*Saksikan video dengan seksama untuk memperoleh informasi dengan mengklik tautannya! Akan tetapi kalau tidak tersedia fasilitasnya, dengarkan guru. Beliau akan membacakannya untuk Ananda. Kemudian, bacalah pernyataan - pernyataannya dengan seksama dan berilah tanda centang (v) pada kolom “True” jika pernyataannya benar dan berilah tanda centang (v) pada kolom “False” jika pernyataannya salah!*

[https://drive.google.com/file/d/1XRKZLBmREMDg\\_-FWkbGzSTQASf3cnfz/view?usp=sharing](https://drive.google.com/file/d/1XRKZLBmREMDg_-FWkbGzSTQASf3cnfz/view?usp=sharing)

No	Statement	True	False
1.	There are two boys and two girls in the video.		
2.	Bob and Fredy have the same birthday.		
3.	Lisa’s birthday is in the second of May.		
4.	Fredy’s birthday is in the first of August.		
5.	Halloween is on August 31st.		
6.	Christmast is on December 24th.		
7.	Sally’s birthday is in April.		
8.	Sally is inviting Lisa to her birthday.		
9.	Bob’s birthday is on December 24th.		
10.	Bob celebrates his birthday after Christmast.		

## ACTIVITY 16



Dear students, watch the video again. Do you find some numbers? What are they? Ofcourse you find numbers in the text, 1<sup>st</sup>, 24<sup>th</sup>, 25<sup>th</sup> and 31<sup>st</sup>. Now, let's learn more about numbers. Read the phrases carefully. Then, match the numbers with the appropriate phrases.

*Saksikan video tersebut sekali lagi dengan seksama. Apakah Ananda menemukan angka – angka? Apa saja? Ya, tentu saja Ananda menemukan beberapa angka di dalam teks, yaitu “1<sup>st</sup>, 24<sup>th</sup>, 25<sup>th</sup> and 31<sup>st</sup>”. Sekarang, saatnya Ananda untuk mempelajari tentang angka. Bacalah angka – angka dan kata – kata secara seksama. Kemudian, jodohkan angka tersebut dengan kata yang tepat*

The following numbers may help you.

*Angka - angka berikut ini akan membantu Ananda*

1st	= first	11th	= eleventh	21st	= twenty-first
2nd	= second	12th	= twelfth	22nd	= twenty-second
3rd	= third	13th	= thirteenth	23rd	= twenty-third
4th	= fourth	14th	= fourteenth	30th	= thirtieth
5th	= fifth	15th	= fifteenth	31st	= thirty-first
6th	= sixth	16th	= sixteenth	32nd	= thirty-second
7th	= seventh	17th	= seventeenth	33rd	= thirty-third
8th	= eighth	18th	= eighteenth	34th	= thirty-fourth
9th	= ninth	19th	= nineteenth	35th	= thirty-fifth
10th	= tenth	20th	= twentieth	40th	= fortieth

3rd	second	14th	thirteenth
7th	sixth	17th	eleventh
1st	eighth	16th	sixteenth
4th	first	13th	twelfth
8th	third	11th	seventeenth
6th	fifth	15th	twentieth
2nd	tenth	20th	fifteenth
10th	fourth	12th	fourteenth
5th	seventh	19th	eighteenth
8th	ninth	18th	nineteenth

## ACTIVITY 17



Dear students, now, let's learn more about ordinal numbers since we need them to ask for information and give information about the dates. Pay attention to the pictures carefully to know the order of the runner. Then, complete the sentences with the appropriate order of the runner.

*Ananda, mari kita pelajari tentang angka urutan karena kita memerlukannya ketika meminta informasi dan memberi informasi tentang tanggal. Perhatikan gambar secara seksama supaya Ananda memahami urutan dari para pelari yang ada pada gambar! Kemudian, lengkapi kalimat dengan urutan pelari tersebut dengan tepat!*

1. Aled is in the fifth position.
2. Gareth is in the \_\_\_\_\_ position.
3. Carys is the \_\_\_\_\_ position.
4. Bethan is the \_\_\_\_\_ position.
5. Sian is in the \_\_\_\_\_ position.

😊 On 🔊 On

Aled fell over and ended up in fifth place. Now Sian was second.

Bethan

Sian

Aled

Gareth

Carys

⏪ Check answer ✓ View answer ⏩ Forward 🔄 Play again

Picture 12



## ACTIVITY 18



Read the text carefully to get the information. Then, match the expressions you find in the text with their responses.

*Baca teks dengan seksama untuk memperoleh informasi di dalamnya! Kemudian, jodohkan ungkapan – ungkapan yang terdapat dengan responnya!*

- Ayu : Do you know what day it is today, Nando?  
Nando : Sure, it's Wednesday.  
Ayu : You're right. But .. do you know? Today is a special day for me.  
Nando : Why? What's special about today?  
Ayu : Today's my birthday, you know.  
Nando : Oh .. really? What date is it today?  
Ayu : It's the twenty first of January, Nando.  
Nando : What? I think today is the twenty eighth. Well, Happy Birthday.  
Ayu : Thank you.  
Nando : So, are you twelve now?  
Ayu : No, I was born in 2007. So I am thirteen years old. What year were you born?  
Nando : 2006  
Ayu : So, you are older than me.  
Nando : Let's go to the canteen to celebrate it.

1.	What day is it today?	a.	Wednesday
2.	What's special about today?	b.	2006
3.	What date is it today?	c.	Today's my birthday.
4.	What year were you born?	d.	The twenty-first of January

## ACTIVITY 19



Read the text again carefully to get the information. Then, answer the questions based on the text.

*Baca lagi teks dengan seksama untuk memperoleh informasi di dalamnya! Kemudian, jawab pertanyaan berdasarkan teks yang Ananda baca!*

1. What are Ayu and Nando talking about?  
\_\_\_\_\_
2. Where does the dialogue probably take place?  
\_\_\_\_\_
3. When does the dialogue probably happen?  
\_\_\_\_\_
4. What do Ayu and Nando probably do?  
\_\_\_\_\_
5. What is Ayu's special day?  
\_\_\_\_\_
6. Why is it special?  
\_\_\_\_\_
7. When was Ayu born?  
\_\_\_\_\_
8. Nando : Let's go to the canteen to celebrate it. What does the underlined word refer to?  
\_\_\_\_\_

## ACTIVITY 20



Dear students, read the text again Do you find the dates, the names of the months and the years? What are they? Ofcourse you find it, the twenty- first of January.

Now, let's learn more about the dates. Pay attention to the ca-

lendar. Read the phrases carefully to get the information. Then match the phrases with the appropriate name of the month.

*Baca lagi teksnya! Apakah Ananda menemukan tanggal, bulan dan tahun? Apa saja yang Ananda temukan? Ya, tentu saja Ananda menemukannya, the twenty-first, the twenty-eighth, January, 2006 and 2007.*

*Sekarang waktunya Ananda untuk mempelajari lebih jauh tentang tanggal, bulan dan tahun. Perhatikan gambar kalender! Bacalah kata-kata dengan seksama untuk memperoleh informasi! Kemudian, jodohkan kata – kata tersebut dengan nama bulan yang tepat!*



Picture 13

- |     |                                |    |           |
|-----|--------------------------------|----|-----------|
| 1.  | the first month of the year    | a. | April     |
| 2.  | the second month of the year   | b. | August    |
| 3.  | the third month of the year    | c. | March     |
| 4.  | the fourth month of the year   | d. | May       |
| 5.  | the fifth month of the year    | e. | December  |
| 6.  | the sixth month of the year    | f. | July      |
| 7.  | the seventh month of the year  | g. | January   |
| 8.  | the eighth month of the year   | h. | September |
| 9.  | the ninth month of the year    | i. | November  |
| 10. | the tenth month of the year    | j. | February  |
| 11. | the eleventh month of the year | k. | October   |
| 12. | the twelfth month of the year  | l. | June      |

## ACTIVITY 21



Dear students, now, let's practice to tell the dates. Pay attention to pictures carefully to know the dates. Then, choose the correct phrases to label the pictures. Number 1 has been done for you.

*Sekarang waktunya Ananda untuk berlatih mengungkapkan tanggal, bulan dan tahun. Perhatikan gambar – gambar dengan seksama untuk mengetahui tanggal! Kemudian, pilihlah kelompok kata yang tersedia untuk melabeli gambar tersebut! Nomor satu sudah dikerjakan dan bisa Ananda gunakan sebagai contoh.*



Picture 14

- The fourteenth of October
- The twenty-third of March
- The fourth of August
- The sixteenth of June
- The first of January
- The twenty-eighth of November
- The third of August
- The twenty-fourth of March
- The thirty-first of December
- The twenty-sixth of April
- The fifteenth of July
- The eighteenth of June

## ACTIVITY 22



Dear students, you can also find the years in the text, can't you? Please check them. What are they? Yes, you can find 2006 and 2007. Now, let's learn about how to state the years. Read the years and the phrases carefully to get the information. Then, match the years with the appropriate phrases. Number 1 has been done for you.

*Ananda juga dapat menemukan tahun di dalam teks, bukan? Silahkan dicek. Apa saja yang Ananda temukan? Ya, Ananda pasti menemukan 2006 dan 2007. Sekarang waktunya Ananda untuk mempelajari tentang bagaimana membaca tahun.*

*Bacalah angka-angka yang menyatakan tahun dan kelompok kata dengan seksama untuk menemukan cara bagaimana menyatakannya! Kemudian, jodohkan tahun – tahun tersebut dengan kelompok kata yang tepat. Nomor satu sudah dikerjakan dan dapat Ananda gunakan sebagai contoh.*

The following words may help you.

*Kata – kata berikut mungkin membantu Ananda.*

1066 : ten sixty-six  
1652 : sixteen fifty-two  
1709 : seventeen 0 nine  
1835 : eighteen thirty-five  
1901 : nineteen 0 one

1600 : sixteen hundred  
1800 : eighteen hundred  
2008 : two thousand and eight  
2016 : two thousand and sixteen  
2019 : twenty nineteen

1. 1994
2. 1876
3. 2000
4. 2007
5. 2016
6. 1999
7. 2010
8. 1945
9. 2020
10. 1900

- a. Two thousand seven
- b. Nineteen forty-five
- c. Two thousand twenty
- d. Nineteen hundred
- e. Nineteen ninety-four
- f. Nineteen ninety-nine
- g. Two thousand
- h. Two thousand sixteen
- i. Eighteen seventy-six
- j. Twenty twenty

### ACTIVITY 23




Dear students, here is an exercise to practice how to read the dates, months and years. Pay attention to numbers telling the dates, months and years carefully to find out how to state them. Then, match the numbers with the appropriate phrases. Number 1 has been done for you.

*Berikut adalah latihan untuk mempraktikkan bagaimana membaca tanggal, bulan dan tahun. Perhatikan angkanya yang menyatakan tanggal, bulan dan tahun dengan seksama untuk menemukan cara bagaimana membacanya! Kemudian, jodohkan tahun – tahun tersebut dengan kelompok kata yang tepat! Nomor satu sudah dikerjakan dan dapat Ananda gunakan sebagai contoh.*

The following words may help you.

*Kata – kata berikut mungkin membantu Ananda.*

16/6/1969	: The sixteenth of June nineteen ninety-nine
21/7/1967	: The twenty-first of July nineteen sixty-seven
17/4/2007	: The fourteenth of April two thousand and seven
17/8/2020	: The seventeenth of August twenty twenty
14/3/ 2012	: The fourteenth of March twenty twelve

- 
1. 21/6/2012
  2. 14/10/1979
  3. 21/6/2007
  4. 31/12/1974
  5. 17/4/2000
  6. 9/1/1999
  7. 25/2/2004
  8. 3/5/2017
- a. The seventeenth of April two thousand
  - b. The third of May twenty seventeen
  - c. The ninth of January nineteen ninety-nine
  - d. The twenty-first of June two thousand seven
  - e. The twenty-fifth of February two thousand O four
  - f. The thirty-first of December nineteen seventy-four
  - g. The twenty-first of June twenty twelve
  - h. The fourteenth of October nineteen seventy-nine



## ACTIVITY 24



Dear students, now let's practice to read the dates. Pay attention to the pictures carefully to find out what date it is. Then, label the pictures with the sentences telling the dates. Number 1 has been done for you.

*Sekarang waktunya Ananda berlatih untuk membaca tanggal. Perhatikan gambar-gambar dengan seksama untuk menemukan cara bagaimana menyatakannya! Kemudian, labeli gambar dengan kalimat yang mengungkapkan cara membaca tanggal tersebut! Nomor satu sudah dikerjakan dan bisa Ananda gunakan sebagai contoh*

 <p>It's the twenty-first of March two thousand eight</p>	 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>	 <p>.....</p>



Picture 15

### You should know

Here are the parts of a dialogue :

- Opening : greeting
- Transaction: asking for information and giving information about time, day, date, month and year
- Closing : thanking / taking apart

To give information about the date, you have to tell the date (in the ordinal number) followed by the month and the year.

To ask for information about the day, you can use “what day ...? / On what day ... ?”

To ask for information about the date, you can use “what date ...? / when ...?”

### Yang seharusnya Ananda pahami.

*Bagian – bagian dari teks percakapan adalah*

- *Pembukaan : salam*
- *Transaksi : meminta dan memberi informasi tentang waktu, hari, tanggal, bulan dan tahun*
- *Penutup : ungkapan terima kasih / ungkapan berpamitan*

*Untuk memberi informasi tentang waktu dalam tanggal Ananda harus menyebutkan tanggal dalam bentuk bilangan urutan kemudian diikuti nama bulan dan tahun.*

Untuk meminta informasi tentang hari Ananda dapat menggunakan “what day ...?/ On what day ... ?

Untuk meminta informasi tentang waktu dalam tanggal Ananda dapat menggunakan “what date ...?/when ...?”

## LET’S CHECK

---

### ACTIVITY 25



Dear students, please read the text carefully to get the information. Then, fill in the table with the information about the text.

*Baca teks berikut dengan seksama untuk memperoleh informasi! Kemudian, isi tabel dengan informasi mengenai teks.*

- Ayu : Good morning, Miss. Can I talk to you for a minute?
- Miss. Carla : Sure. You are absent in class for many times. What happens?
- Ayu : Yeah, I am unwell. I haven’t been present in your class for 5 times, since the first of August.
- Miss. Carla : I’m sorry to hear that. What can I do for you, Ayu?
- Ayu : I want to know about the daily test, Miss. When can I have it?
- Miss. Carl : It’s 10 days from now, at September 7th. You

should now focus on your study.

- Ayu : And what about the trial exam? When is it?  
Miss. Carla : It will be in the first day of September. I will give you help if you get any problem about the lessons.  
Ayu : Thank you very much.  
Miss. Carla : You're welcome.







Who?	
When?	
Where?	
What?	
Opening	
Transaction	
Closing	

## ACTIVITY 26



Pay attention to the pictures carefully to know the times. Then, write sentences telling about the times under the pictures.

*Perhatikan gambar dengan seksama untuk untuk mengetahui jamnya! Kemudian, tuliskan kalimat yang menyatakan waktu dalam gambar tersebut!*

1.  _____	2.  _____
3.  _____	4.  _____
5.  _____	6.  _____

Picture 16

## ACTIVITY 27



Pay attention to the calendar carefully to know the dates. Then, write the dates in sentences.

*Perhatikan gambar kalender dengan seksama untuk mengetahui tanggal! Kemudian, tuliskan kalimat yang menyatakan tanggal tersebut!*

JANUARY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Picture 17

## LET'S SUM UP

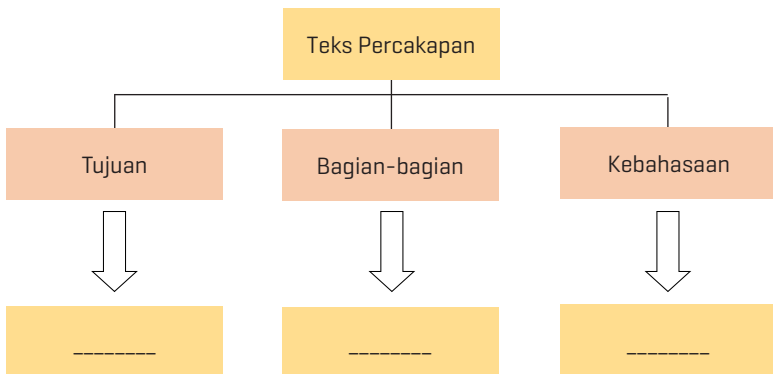
### ACTIVITY 28



Dear students, read the phrases carefully to understand the meaning. Then, pay attention to the diagram to get understanding. Rewrite the phrases under the appropriate heading.

*Baca kelompok kata dengan seksama untuk memahami artinya! Kemudian, perhatikan diagram untuk memahaminya! Tuliskan kembali kata – kata yang tersedia di bawah judul yang sesuai!*

- closing
- opening
- telling the day
- telling the dates
- asking for the time
- asking for the day
- asking for the date
- informing the time
- informing the day
- informing the date
- transaction
- telling the time

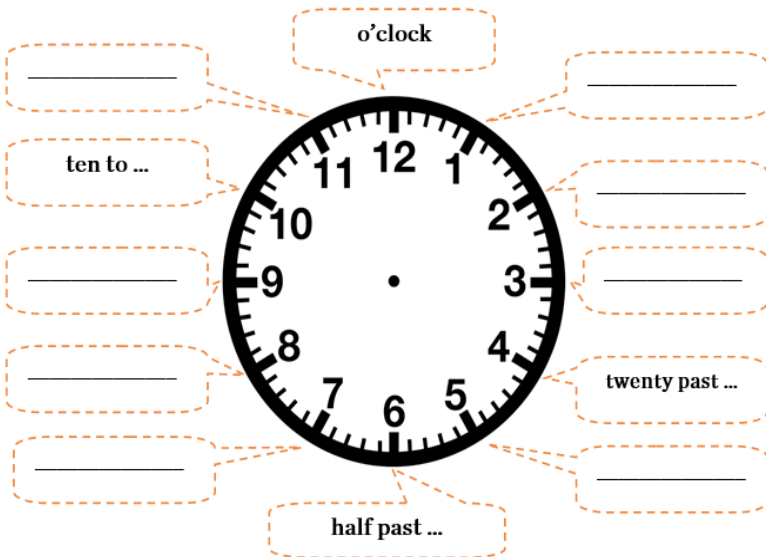


## ACTIVITY 29



Dear students, pay attention to the pictures carefully to get understanding. Then fill in the blank space with the appropriate information.

*Perhatikan gambar dengan seksama untuk memahaminya. Kemudian, lengkapi bagian – bagian yang kosong dengan informasi yang sesuai!*



Picture 18



## ACTIVITY 30



Pay attention to the picture carefully to get understanding. Then, fill in the bubbles to show how to tell dates.

*Perhatikan gambar dengan seksama untuk memahaminya! Kemudian, isi gelembung-gelembung tersebut untuk menunjukkan bagaimana memberitahukan tentang tanggal, bulan dan tahun!*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

\_\_\_\_\_ : date

\_\_\_\_\_ : month

\_\_\_\_\_ : year

## LET'S REFLECT



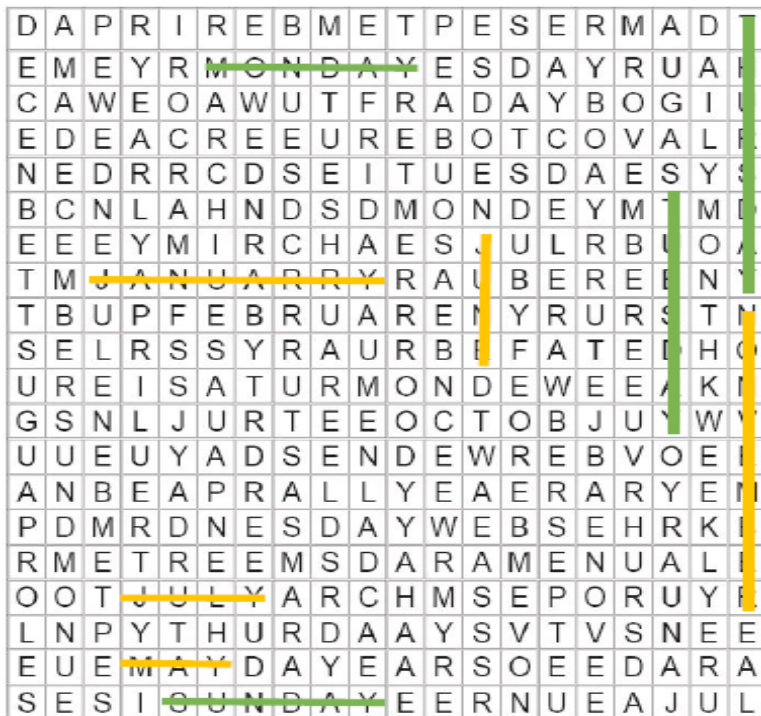
Reflect yourself about what you have learned so far. Then, put a tick (v) on the emoticons to express your understanding.  
*Pikirkan tentang apa yang sudah Ananda pelajari! Kemudian, berilah tanda centang (v) pada emoji yang sesuai untuk menggambarkan pemahaman Ananda.*

I can identify the social function of the text (who, when, where)				
I can identify the structure of the text (opening, transaction, closing)				
I can tell the times				
I can tell the days.				
I can tell the dates (dates, months, years)				

## ANSWER KEY AND LISTENING SCRIPT

Let's get ready

### MONTHS IN A YEAR AND DAYS OF THE WEEK WORD SEARCH PUZZLE



The names of the days:

- Monday v
- Tuesday v
- Wednesday
- Thursday v
- Friday
- Saturday
- Sunday v

The names of the months

- January v
- February
- March
- April
- May v
- June v
- July v
- August
- September
- October
- November v
- December

## Let's Study

### Activity 1

1. almost = hampir
2. area = daerah
3. calm = tenang
4. crowded = ramai
5. experienced = berpengalaman
6. loudly = dengan keras
7. traffic = lalu lintas
8. worried = risau

### Activity 2

1. They are talking about the traffict
2. On the bus.
3. They are students.
4. In the morning

### Activity 3

- Opening
- Transaction
- Closing

### Activity 4

1. A quarter past seven = 06.15
2. Ten to seven = 06.50
3. Seven = 07.00

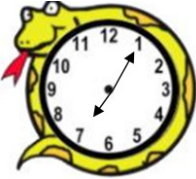
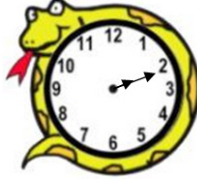

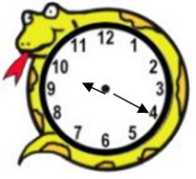

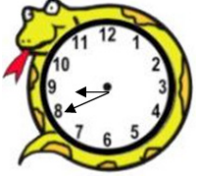
### Activity 5

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. 4.20 = It's twenty past four    | 7. 9.25 = It's twenty-five past nine |
| 2. 8.35 = It's twenty-five to nine | 8. 5.45 = It's a quarter to six      |
| 3. 3.30 = It's half past three     | 9. 6.05 = It's five past six         |
| 4. 1.50 = It's ten to two          | 10. 7.10 = It's ten past seven       |
| 5. 10.40 = It's twenty to eleven   | 11. 3.55 = It's five to four         |
| 6. 2.15 = it's a quarter past two  | 12. 11.00 = It's eleven o'clock      |

### Activity 6

- |                               |                                |
|-------------------------------|--------------------------------|
| 13. It's one o'clock          | 19. It's half past seven.      |
| 14. It's two o'clock          | 20. It's half past six.        |
| 15. It's five past one        | 21. It's a quarter to five.    |
| 16. It's ten to seven.        | 22. It's ten past seven.       |
| 17. It's five to one.         | 23. It's a quarter past three. |
| 18. It's a quarter past five. | 24. It's a quarter to three.   |

### Activity 7

 <p>It's five past seven</p>	 <p>It's ten past two</p>	 <p>It's quarter past seven</p>
 <p>It's twenty past ten</p>	 <p>It's twenty- five past eight</p>	 <p>It's twenty to nine.</p>

### Activity 8

1. It's a quarter to four.
2. It's two to six.
3. It's eight past eleven.
4. It's ten past one
5. It's four past twelve.

### Activity 9

- |                             |   |         |
|-----------------------------|---|---------|
| 1. Saturday                 | → | a. time |
| 2. the twenty first of July | → | b. day  |
| 3. at four in the afternoon | → | c. date |
| 4. in 2007                  | → | d. year |

### Activity 10

1. Nyoman's birthday invitation
2. At school.
3. In the morning or in the afternoon.
4. They are students.
5. He will see some other friends.

### Activity 11

1. Opening
2. Transaction
3. closing

### Activity 12

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

### Activity 13

1. Saturday
2. Sunday
3. Tuesday
4. Wednesday
5. Sunday
6. Wednesday
7. Tuesday
8. Saturday

### Activity 14

Expression of asking for information about the time	What time is the party?
Expression of giving information about the time	At four in the afternoon
Expression of asking for information about the day	When is it, Doni?

Expression of giving information about the day	Next Saturday
Expression of asking for information about the date, month and year.	When is it Doni?
Expression of giving information about the date, month and year.	The twenty first of July

## Activity 15

### Listening Script

- Lisa : Hey, Sally. Will you come to my birthday party?  
 Sally : When is your birthday party, Lisa?  
 Lisa : It's on May 2nd.  
 Sally : That's next month.  
 Lisa : No, it's not next month.  
 Fredy : Yes, it is, Lisa. We're in April and next month is May.  
 Bob : When is your birthday, Fredy?  
 Fredy : It's on August 31st.  
 Bob : That's the same day as Halloween.  
 Fredy : No, it isn't. Halloween is on October 31st.  
 Bob : I see.  
 Fredy : When is your birthday Bob?  
 Bob : It's on December 24th.  
 Fredy : That's just before Christmast.

- |          |           |
|----------|-----------|
| 1. False | 6. False  |
| 2. False | 7. Flase  |
| 3. True  | 8. False  |
| 4. False | 9. True   |
| 5. False | 10. False |



### Activity 16

3<sup>rd</sup> = third

7<sup>th</sup> = seventh

1<sup>st</sup> = first

4<sup>th</sup> = fourth

9<sup>th</sup> = ninth

6<sup>th</sup> = sixth

2<sup>nd</sup> = second

10<sup>th</sup> = tenth

5<sup>th</sup> = fifth

8<sup>th</sup> = eighth

14<sup>th</sup> = fourteenth

17<sup>th</sup> = seventeenth

16<sup>th</sup> = sixteenth

13<sup>th</sup> = thirteenth

11<sup>th</sup> = eleventh

15<sup>th</sup> = fifteenth

20<sup>th</sup> = twentieth

12<sup>th</sup> = twelfth

19<sup>th</sup> = nineteenth

18<sup>th</sup> = eighteenth

### Activity 17

1. Aled is in the fifth position.
2. Gareth is in the third position.
3. Carys is the fourth position.
4. Bethan is the first position.
5. Sian is in the second position.

### Activity 18

1. Wednesday
2. Today's my birthday
3. The twenty-first of January
4. 2006

### Activity 19

1. birthday
2. at school
3. in the morning
4. they are students.
5. The twenty-first of January
6. Because it's her birthday.
7. On the twenty-first of January 2007
8. Ayu's birthday

### Activity 20

- |              |               |
|--------------|---------------|
| 9. January   | 15. July      |
| 10. February | 16. August    |
| 11. March    | 17. September |
| 12. April    | 18. October   |
| 13. May      | 19. November  |
| 14. June     | 20. December  |

### Activity 21

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. The twenty eighth of November | 7. The fourth of August        |
| 2. The twenty sixth of April     | 8. The fourteenth of October   |
| 3. The eighteenth of June        | 9. The third of August         |
| 4. The sixteenth of June         | 10. The twenty-third of march  |
| 5. The thirty-first of December  | 11. The twenty-fourth of March |
| 6. The first of January          | 12. The fifteenth of July      |

### Activity 22

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. 1994 = nineteen ninety-four | 6. 1999 = nineteen ninety     |
| 2. 1876 = eighteen seventy-six | 7. 2010 = two thousand ten    |
| 3. 2000 – two thousand         | 8. 1945 = nineteen forty-five |
| 4. 2007 = two thousand seven   | 9. 2020 = two thousand twenty |
| 5. 2016 = two thousand sixteen | 10. 1900 – nineteen hundred   |

### Activity 23

1. 21/6/2012 = the twenty-first of June two thousand twelve
2. 14/10/1979 = the fourteenth of October nineteen seventy-nine
3. 21/6/2007 = the twenty-first of June two thousand seven
4. 31/12/1974 = the thirty-first of December nineteen seventy-four
5. 17/4/2000 = the seventeenth of April two thousand
6. 9/1/1999 = the ninth of January nineteen ninety-nine
7. 25/2/2004 = the twenty-fifth of February two thousand four
8. 3/5/2017 = the third of May two thousand seventeen

### Activity 24

1. It's the twenty-first of March two thousand eight
2. It's the first January two thousand four
3. It's the twenty-fourth of December two thousand eleven
4. It's the fourth of February two thousand three
5. It's the eleventh of April two thousand twelve
6. It's the eighth of March two thousand seven
7. It's the twelve of February two thousand twelve
8. It's the fourth of December two thousand twelve
9. It's the thirteenth of April two thousand eighteen
10. It's the fourteenth of January two thousand twelve
11. It's the first of January twenty twenty-one
12. It's the twelfth of September twenty fourteen

## Let's Check

### Activity 25

Who?	Ayu and Miss Carla Student and teacher
When?	In the morning
Where?	In the classroom
What?	The daily test
Opening	Ayu: Good morning Miss. Can I talk to you? Miss Carla: Sure. You are absent in class for many times. What happens?
Transaction	Ayu: Yeah, I am unwell. I'm not present in your class for 5 times, since the first of August. Miss Carla: I'm sorry to hear that. What can I do for you, Ayu? Ayu: I want to know about the Daily Test, Miss. When can I have it? Miss Carla: It's 10 days from now, at September 7th. You should now focus on your study. Ayu: And what about the trial exam? When is it? Miss Carla: It will be in the first day of September. I will give you help if you need to follow the lessons.
Closing	Ayu: Thank you very much. Miss Carla: You're welcome.

### Activity 26

1. It's twenty to five
2. It's six o'clock
3. It's half past eleven
4. It's a quarter past nine
5. It's twenty past nine
6. It's a quarter to eleven

### Activity 27

1. It's the first of August two thousand twenty
2. It's the seventh of August two thousand twenty
3. It's the eleventh of August two thousand twenty
4. It's the twentieth of August two thousand twenty
5. It's the thirty-first of August two thousand twenty

### Let's Sum up

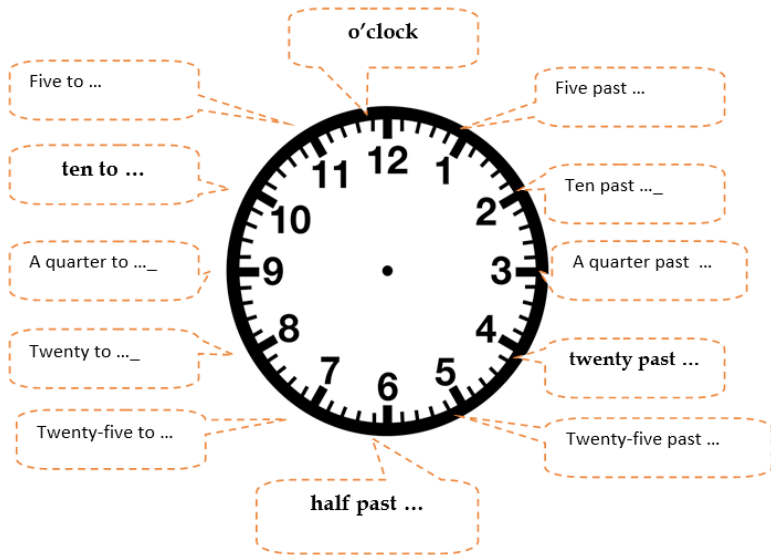
### Activity 28

Tujuan: to ask for the time, to inform the time

Bagian – bagian: Opening, Transaction, Closing

Kebahasaan: telling the time, telling the day, telling the dates

### Activity 29



## Activity 30

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

the tenth of : date

march : month

two thousand twenty :  
year

## Let's Reflect

Jawaban bervariasi sesuai kondisi Ananda

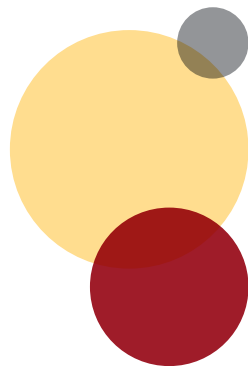


Well students, now you have finished studying Lesson 2 and you have checked your answers of all the activities, haven't you? Please analyze your answers. How far you can accomplish doing all the activities? Can you accomplish less than 50% of all the activities, or 50% - 80%, or more than 80%? When your accomplishment is less than 50%, you can ask your parents or your teacher to discuss the activities in which you find difficulties. When your accomplishment is 50% - 80% you may discuss the activities in which you find difficulties with your friends. When your accomplishment is 80% or more you can continue to Lesson 3.

*Baiklah Ananda, sekarang Ananda telah menyelesaikan mempelajari Lesson 2 dan Ananda sudah mengecek jawaban - jawaban Ananda pada semua aktivitasnya, bukan? Analisis jawaban - jawaban Ananda tersebut. Seberapa jauh Ananda dapat menyelesaikan aktivitas - aktivitas tersebut dengan baik? Apakah Ananda dapat menyelesaikan kurang dari 50% dari aktivitasnya, ataukah antara 50% - 80%, ataukah lebih dari 80%? Apabila pencapaian Ananda kurang dari 50% Ananda dapat meminta bantuan orang tua atau bapak ibu guru untuk mendiskusikan aktivitas - aktivitas yang Ananda kesulitan. Apabila pencapaian Ananda 50% - 80%, diskusikan aktivitas - aktivitas yang Ananda kesulitan dengan teman! Dan ketika pencapaian Ananda 80% atau lebih Ananda dapat segera melanjutkan ke Lesson 3.*

# LESSON 3

## WILL YOU PRACTICE?



At the end of the lesson, you will be able to demonstrate dialogues about time, days, parts of day, dates, months, and years jointly with your teacher, friends, or family members.

### LET'S GET READY

---

#### ACTIVITY 1



Pay attention to the picture carefully. Then, answer your teacher's questions orally.

*Perhatikan gambar dengan seksama! Kemudian, jawab pertanyaan-pertanyaan bapak ibu guru secara lisan!*



Picture 19

1. What are they doing?

\_\_\_\_\_

2. Why are they doing so?

\_\_\_\_\_

3. What do you think what date it is?

\_\_\_\_\_

4. Do you think it is in the morning or in the afternoon?

\_\_\_\_\_

5. Do you often have such an activity?

\_\_\_\_\_

6. When do you usually have it?

\_\_\_\_\_



## ACTIVITY 2



Listen to your teacher carefully. He/ She will say some expressions of asking for and giving information about time, days and dates. Respond orally and then, write your responses in the provided spaces.

*Dengarkan guru Ananda dengan cermat! Beliau akan mengucapkan beberapa ekspresi untuk menutup/mengakhiri percakapan dalam Bahasa Inggris. Jawablah/berikan respon lisan dan setelah itu tuliskan respon yang Ananda ucapkan tadi pada tempat yang disediakan!*



Your teacher says ...

- What time is it?
- What time do you usually get up?
- What time do you usually go to bed?
- What day is it?
- On what day do you have English?
- On what day do you usually have a flag ceremony?
- What date is it?
- What is your birthday?
- When do we celebrate our Independence Day?
- When did you graduate from Elementary School?




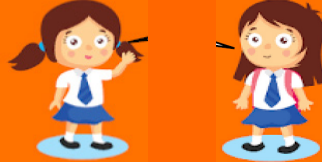


Your response .....

### ACTIVITY 3



Dear students, pay attention to the pictures carefully. Then, complete the dialogue based on the pictures.

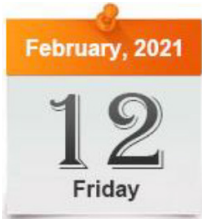
*Perhatikan gambar dengan seksama! Kemudian, lengkapi percakapan dengan ungkapan yang tepat!*

	<p>.....</p> <p>it's two o'clock</p> 
	<p>What time is it?</p> <p>.....</p> 



What time is it?

.....



.....

It's friday



It's fourth of Desember  
two thousand twelve

.....





What date is it?

.....




## ACTIVITY 4



Dear students, your teacher will read a dialogue for you. Listen to her/him carefully. Then, complete the following script with the expressions you heard from the dialogue read by your teacher.

*Ananda, bapak/ibu guru akan membacakan percakapan. Dengarkan dengan seksama! Kemudian, lengkapi skrip berikut dengan ungkapan – ungkapan yang Ananda dengar dari percakapan yang dibacakan guru!*

- Ayu : Are you doing anything this afternoon?  
 Ferdy : Hmm ... it is Friday, isn't it? I'll have a piano lesson at 4.  
 Ayu : Hey\_\_\_\_\_ It's Saturday.

- Ferdy : Oh .. \_\_\_\_\_. I am free on Saturday evening.  
What's the matter?
- Ayu : My brother, Nyoman, wants to ask you to play  
futsal.
- Ferdy : Wow, great idea. Sure, please tell your brother to  
pick me up. \_\_\_\_\_
- Ayu : OK, I'll tell Nyoman to pick you up at 4.

## ACTIVITY 5



Dear students, read the dialogue carefully. Then, fill in the blank space with the appropriate expressions.

*Silahkan Ananda baca teks percakapan dengan seksama. Kemudian isilah bagian yang kosong dengan ungkapan yang tepat.*

### Text 1

- Nyoman : Hi, Rangga.
- Rangga : Hi, Nyoman.
- Nyoman : Why are you in a hurry?
- Rangga : Yeah .. I have to join my football team at 2 pm.  
\_\_\_\_\_
- Nyoman : It's twenty to two.
- Rangga : Thanks, God. I still have some time.
- Nyoman : \_\_\_\_\_

- Rangga : On Wednesday and Saturday. How about you? On what day do you play basketball?
- Nyoman : \_\_\_\_\_
- Rangga : Sorry, I have to go home now. See you tomorrow.  
Bye.
- Nyoman : Bye, Rangga.

## Text 2

It's after school and Ayu is waiting for her mom to pick her up.

Juna and Ayu are having a conversation.

- Juna : You look confused, what's up?
- Ayu : Err ... I don't know what time it is. -----
- Juna : It's ten to four, why?
- Ayu : It's my Mom. She should already be here at school.  
I'll have my swimming lesson soon.
- Juna : -----
- Ayu : Four thirty.
- Juna : You still have enough time. Don't worry.
- Ayu : Aha, here comes my Mom.

## LET'S CHECK

---

### ACTIVITY 6



Dear students, please ask someone to act as your teacher to perform the following dialogue. After you perform it, write your response in the script.

*Minta seseorang untuk bertindak sebagai guru untuk mempraktikkan percakapan berikut! Setelah Ananda mempraktikkannya, tuliskan ungkapan-ungkapan yang Ananda praktikkan!*

You meet your teacher in the morning in front of the school.

You : \_\_\_\_\_

Your teacher : Good morning, Ayu. How are you?

You : \_\_\_\_\_

Your teacher : You are so early, dear. What time did you leave for school?

You : \_\_\_\_\_

Your teacher : You must get up early. Well, I see you look so happy today. And what do you bring? Is it a birthday cake? Is today your birthday?

You : \_\_\_\_\_

Your teacher : So the cake is for celebrating Nia's birthday. But if I'm not mistaken your birthday is this month. Is that right?

You : \_\_\_\_\_

Your teacher : So you are going to celebrate your birthday the day after tomorrow. Well, please go to your classroom, put your bag and then go to the schoolyard to have a flag ceremony.

You : \_\_\_\_\_

## LET'S SUM UP

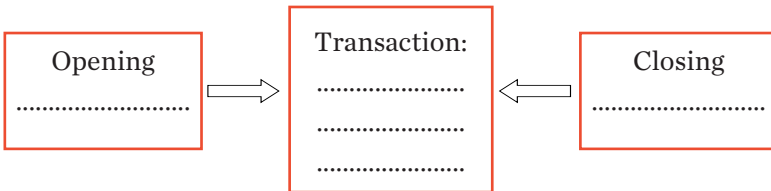
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### ACTIVITY 7



Dear students, you have practised composing the text. Do you find any difficulties? Complete the following diagram to help you make a summary.

*Ananda sudah berlatih menyusun percakapan. Apakah ada kesulitan? Lengkapi diagram berikut untuk membantumu membuat ringkasan!*





## LET'S REFLECT



Reflect yourself on what you have done so far in composing a dialogue. Then, put a tick (✓) on the emoticons to express your feeling.

*Refleksikan diri Ananda tentang apa yang telah Ananda lakukan sejauh ini dalam menyusun percakapan! Kemudian berilah tanda centang pada gambar emoji yang menggambarkan perasaan Ananda!*

I can open a dialogue appropriately.				
I can ask for information about time, day and date.				
I can give information about time, day and date.				
I can end a dialogue appropriately.				

## ANSWER KEY

### Let's Get Ready

#### Activity 1

1. They are having a flag ceremony.
2. To commemorate Indonesian Independence Day
3. The seventeenth of August
4. In the morning
5. Yes, I do
6. On Monday

### Let's study

#### Activity 1

1. It's ... (sesuai waktu saat mengerjakan)
2. At ... (sesuai kebiasaan Ananda)
3. At ... (sesuai kebiasaan Ananda)
4. It's ... (sesuai waktu saat mengerjakan)
5. It's on ... (sesuai jadwal pelajaran Ananda)
6. On Monday
7. It's ... (sesuai waktu Ananda mengerjakan)
8. It's ... (sesuai ulang tahun Ananda)
9. It's in 2019 (dapat ditambah tanggal dan bulan)

## Activity 2

Ayu; What time is it?

Nia: It's two o'clock.

Ayu; What time is it?

Nia: It's twenty-five to two.

Ayu: What time is it?

Nia: It's twenty-five past eleven.

Ayu: What date is it?

Nia: It's the twelfth of February two thousand twenty-one.

Ayu: What date is it?

Nia: It's the twelfth of February two thousand twenty-one.

Ayu: What date is it?

Nia: It's the fourth of December two thousand twelve

Ayu: What date is it?

Nia: It's the fourteenth of January two thousand twelve

## Activity 3

Ayu : Are you doing anything this afternoon?

Ferdy : Hmm ... it is Friday, isn't it? I'll have a piano lesson at 4.

Ayu : Hey it's not Friday. It's Saturday.

Ferdy : Oh .. I think it's Friday. I am free on Saturday evening. What's the matter?

Ayu : My brother, Nyoman, wants to ask you to play futsal.

Ferdy : Wow, great idea. Sure, please tell your brother to pick me up. I'll be ready at 4

Ayu : OK, I'll tell Nyoman to pick you up at 4.

## Activity 4

### Text 1

- Nyoman : Hi, Rangga.  
Rangga : Hi, Nyoman.  
Nyoman : Why are you in a hurry?  
Rangga : Yeah .. I have to join my football team at 2 pm.  
What time is it?  
Nyoman : It's twenty to two.  
Rangga : Thanks, God. I still have time  
Nyoman : On what days do you play football?  
Rangga : On Wednesday and Saturday. How about you? On what day do you play basketball?  
Nyoman : Just once a week, on Friday at half past two  
Rangga : Sorry I have to go home now. See you tomorrow.  
Bye.  
Nyoman : Bye, Rangga

### Text 2

- It's after school and Ayu is waiting for her mom to pick her up. Juna and Ayu are having a conversation.
- Juna : You look confused, what's up?  
Ayu : Err ... I don't know what time it is. What time is it?  
Juna : It's ten to four, why?  
Ayu : It's my Mom. She should already be here at school. I'll have my swimming lesson soon.  
Juna : What time do you have your swimming lesson?  
Ayu : Four thirty.  
Juna : You still have enough time. Don't worry.  
Ayu : Aha, here comes my Mom.

## Let's Check

### Activity 5

You meet your teacher in the morning in front of the school.

You : **Good morning, Miss Alya**

Your teacher : Good morning, Ayu. How are you?

You : **I'm fine, Miss.**

Your teacher : You are so early dear. What time did you leave for school?

You : **At a quarter past six.**

Your teacher : You must get up early. Well, I see you look so happy today. And what do you bring? Is it a birthday cake? Is today your birthday?

You : **It's a birthday cake for Nia, Miss. It's not my birthday.**

Your teacher : So the cake is for celebrating Nia's birthday. But if I'm not mistaken your birthday is in this month. Is that right?

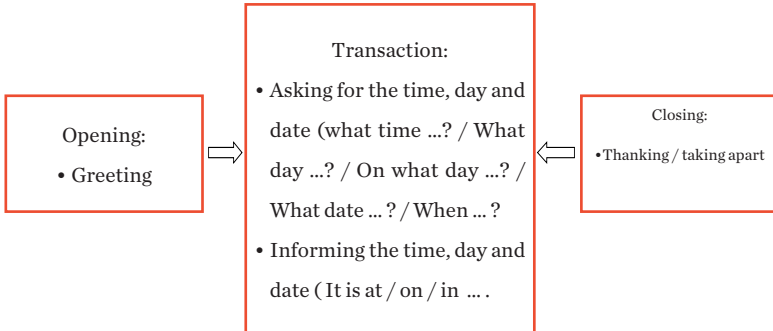
You : **Yes, Miss. It's on the twenty-fifth of this month.**

Your teacher : So you are going to celebrate your birthday the day after tomorrow. Well, please go to your classroom, put your bag and then go to the schoolyard to have a flag ceremony.

You : **Yes, Miss. I will. Thank you.**

## Let's Sum up

### Activity 6



## Let's Reflect

Jawaban bervariasi sesuai kondisi Ananda.



Well students, now you have finished studying Lesson 3 and you have checked your answers of all the activities, haven't you? Please analyze your answers. How far you can accomplish doing all the activities? Can you accomplish less than 50% of all the activities, or 50% - 80%, or more than 80%? When your accomplishment is less than 50%, you can ask your parents or your teacher to discuss the activities in which you find difficulties. When your accomplishment is 50% - 80% you may discuss the activities in which you find difficulties with your friends. When your accomplishment is 80% or more you can continue to Lesson 4.

*Baiklah Ananda, sekarang Ananda telah menyelesaikan mempelajari Lesson 3 dan Ananda sudah mengecek jawaban – jawaban Ananda pada semua aktivitasnya, bukan?*

*Silahkan Ananda analisa jawaban – jawaban Ananda tersebut. Seberapa jauh Ananda dapat menyelesaikan aktivitas – aktivitas tersebut dengan baik? Apakah Ananda dapat menyelesaikan kurang dari 50% dari aktivitasnya, atautkah antara 50% - 80%, atautkah lebih dari 80%? Apabila pencapaian Ananda kurang dari 50% Ananda dapat meminta bantuan orang tua atau bapak ibu guru untuk mendiskusikan aktivitas -aktivitas yang Ananda kesulitan. Apabila pencapaian Ananda 50% - 80%, silahkan Ananda mendiskusikan aktivitas -aktivitas yang Ananda kesulitan dengan teman. Dan ketika pencapaian Ananda 80% atau lebih Ananda dapat segera melanjutkan ke Lesson 4.*

# LESSON 4

## WILL YOU PERFORM?

At the end of the lesson, you will be able to demonstrate dialogues about time, days, parts of day, dates, months, and years independently.

### LET'S GET READY



Dear students, pay attention to the picture carefully. Then, answer the questions appropriately.

*Perhatikan gambar dengan seksama! Kemudian jawablah pertanyaan-pertanyaan dengan tepat!*



1. What picture is it?  
\_\_\_\_\_
2. On what occasion do people usually have it?  
\_\_\_\_\_
3. What is your birthday?  
\_\_\_\_\_
4. Have you celebrated your 12<sup>th</sup> birthday?  
\_\_\_\_\_
5. When is it?  
\_\_\_\_\_

Picture 20



## LET'S STUDY

### ACTIVITY 1



Dear students, now it's time to practise composing a dialogue by yourself. Ask someone to be your partner to help you to act a dialogue based on the following flowchart. *Ananda, sekarang saatnya untuk latihan membuat percakapan secara mandiri. Mintalah seseorang untuk menjadi pasangan untuk membantu Ananda memperagakan percakapan berdasarkan bagan alur berikut!*

#### Situation 1

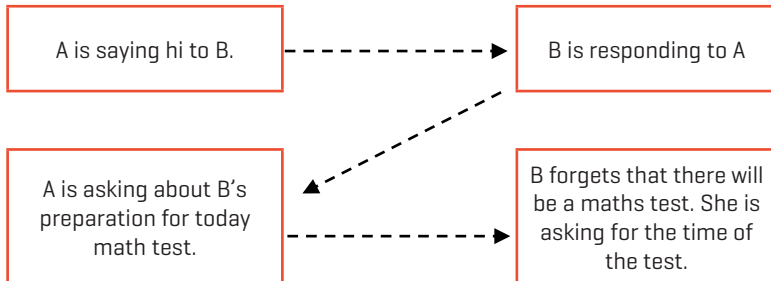
*It is in the morning before having the first period. Student A meets student B near the school gate.*

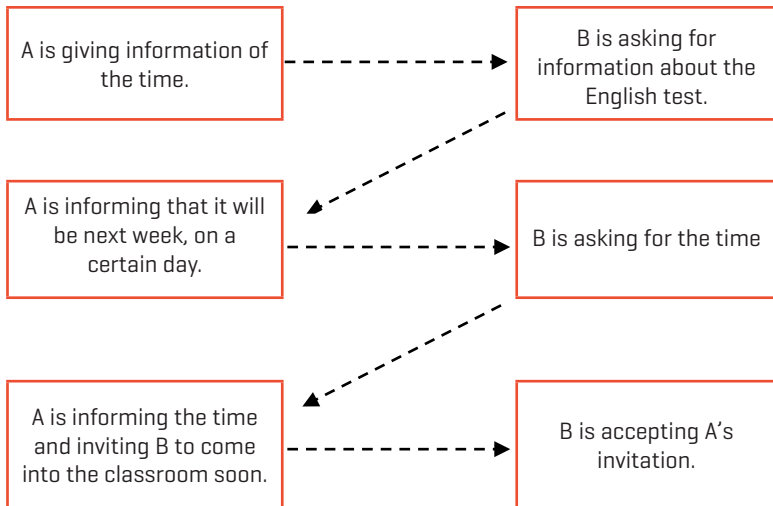


Student A



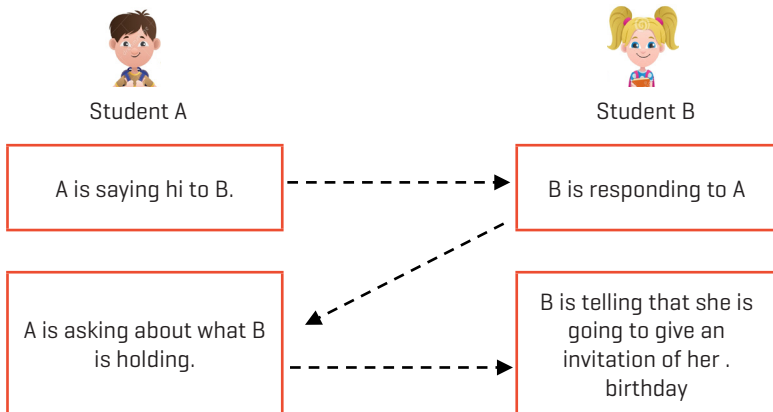
Student B

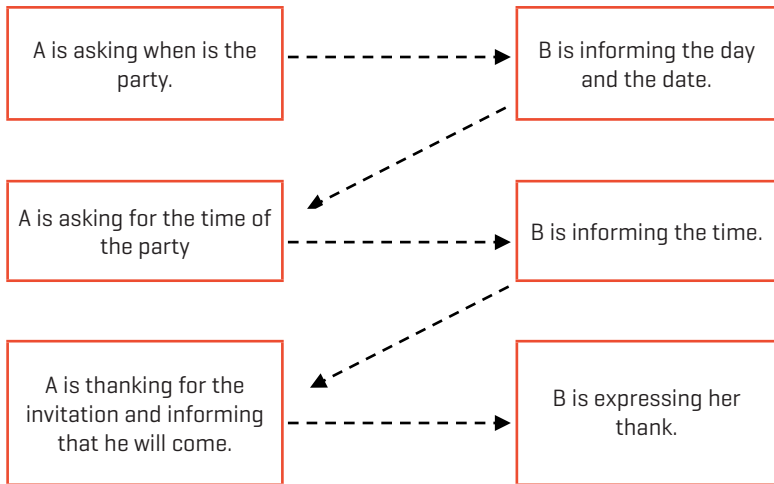




### Situation 2

This is the break time. Student B is coming to the student B's class.





## ACTIVITY 2



Dear students, now let's try to compose another dialogue. Read the situation carefully. Then, write a script of a dialogue based on the situation given.

*Cobalah menyusun percakapan lainnya! Perhatikan situasi dengan seksama! Kemudian, buatlah percakapan berdasarkan situasi yang diberikan!*

### Situation 1

You meet one of your friends in the morning. You are asking for information and giving information about the time for a flag ceremony to commemorate Scout Day.

## Situation 2

You meet your teacher after class to ask for information about the time and the day of English assignment.

## LET'S CHECK

### ACTIVITY 3



Dear students, please ask someone to help you to perform the following dialogue.

*Minta seseorang untuk untuk membantu Ananda mempraktikkan percakapan berikut!*

Situation : You are going to celebrate your birthday party. You have the invitation with you to give to your friend, Nia.

Opening	You : _____ (Saying hi to your friend.)
	: _____ (Responding to greeting and asking about something that you bring)
	Nia
Transaction	You : _____ (Informing that it is your birthday invitation card)
	Nia : _____ (Asking for your birthday)
	You : _____ (Informing the day and the date)
	Nia : _____ (Asking for the time of the party)
	You : _____ (Informing the time of the party)

Closing	Nia	: _____ (Responding to the invitation)
	You	: _____ (Saying thank and taking apart)

## LET'S SUM UP

### ACTIVITY 4



Dear students, now we have come to the end of Lesson 4. What have you learnt so far? Complete the diagram to make a summary.

*Ananda, kita sudah sampai di bagian akhir pembelajaran 4. Apa yang sudah Ananda pelajari sejauh ini? Lengkapi diagram untuk membuat ringkasan.*



## LET'S REFLECT



Reflect yourself about what you have done so far in composing a dialogue by answering the following questions.  
*Refleksikan diri Ananda tentang apa yang telah Ananda lakukan sejauh ini dalam menyusun percakapan dengan cara menjawab pertanyaan-pertanyaan berikut.*

Questions	Your answer
Do you find difficulties in composing the dialogue?	Yes / No
Who help you to be your partner to perform the dialogue?	
Which one do you think that you are better? Composing the oral text or written one?	Oral / written
I can open a dialogue appropriately.	Yes / No
I can open a dialogue appropriately.	Yes / No
I can ask for information about time, day and date appropriately.	Yes / No
I can give information about time, day and date appropriately.	Yes / No

## ANSWER KEY

### Let's Get Ready

1. It's a birthday cake.
2. On the birthday party.
3. It's on ... (*sesuai ulang tahun Ananda*)
4. Yes, I have / No, I haven't. (*sesuai dengan Ananda*)
5. It's on ... (*sesuai ulang tahun Ananda*)

### Activity 1

*Jawaban ini hanya contoh, yang Ananda susun tidak harus sama persis dengan teks ini.*

### Situation 1

- Andi : Hi, Berty.  
Berty : Hello, Andi  
Andi : Are you ready for today Math test?  
Berty : Oh my God. I don't remember that there will be a math test today. What time is the test?  
Andi : It's at half past ten.  
Berty : How about the English test. Is it also today?  
Andi : Not today. It will be next week, on Friday.  
Berty : What time?  
Andi : At eight. Let's go to the classroom. It's five to seven.  
Berty : Ok. Thank for your information.

## Situation 2

Andi : Hi, Berty.  
Berty : Hello, Andi  
Andi : Hey, what's on your hand?  
Berty : It's an invitation for you. Will you come to my birthday?  
Andi : When is it?  
Berty : It's on Saturday, the twenty-fifth of August.  
Andi : What time is the party?  
Berty : At four in the afternoon.  
Andi : OK, I'll come to your party.  
Berty : Thank you.

## Activity 2

Pastikan bahwa teks percakapan yang Ananda susun ada openingnya, dan kemudian transaction yang berupa meminta dan memberi informasi tentang waktu dan diakhiri dengan closing.

## Let's Check

### Activity 3

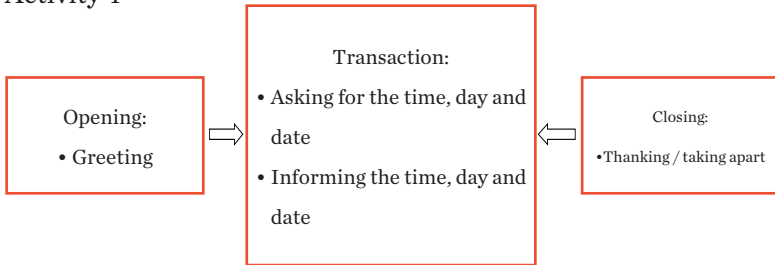
Opening	You	Hi, Berty.
	Nia	Hello, Andi
	You	Hey, what's on your hand?
Transaction	Nia	It's an invitation for you. Will you come to my birthday?
	You	When is it?
	Nia	It's on Saturday, the twenty-fifth of August.
	You	What time is the party?
	Nia	At four in the afternoon.



Closing	You	OK, I'll come to your party.
	Nia	Thank you.

## Let's Sum up

### Activity 4



## Let's Reflect

Jawaban bervariasi sesuai kondisi Ananda



Well students, now you have finished studying Lesson 4 and you have checked your answers of all the activities, haven't you? Please analyze your answers. How far can you accomplish doing all the activities? Can you accomplish less than 50% of all the activities, or 50% - 80%, or more than 80%? When your accomplishment is less than 50%, you can ask your parents or your teacher to discuss the activities in which you find difficulties.. When your accomplishment is 50% - 80% you may discuss the activities in which you find difficulties with your friends. When your accomplishment is 80% or more you can continue to the evaluation.

*Baiklah Ananda, sekarang Ananda telah menyelesaikan mempelajari Lesson 4 dan Ananda sudah mengecek jawaban – jawaban Ananda pada semua aktivitasnya, bukan? Silahkan Ananda analisa jawaban – jawaban Ananda tersebut. Seberapa jauh Ananda dapat menyelesaikan aktivitas – aktivitas tersebut dengan baik? Apakah Ananda dapat menyelesaikan kurang dari 50% dari aktivitasnya, atautkah antara 50% - 80%, atautkah lebih dari 80%? Apabila pencapaian Ananda kurang dari 50% Ananda dapat meminta bantuan orang tua atau bapak ibu guru untuk mendiskusikan aktivitas -aktivitas yang Ananda kesulitan. Apabila pencapaian Ananda 50% - 80%, silahkan Ananda mendiskusikan aktivitas -aktivitas yang Ananda kesulitan dengan teman. Dan ketika pencapaian Ananda 80% atau lebih Ananda dapat segera mengerjakan evaluasi.*

## EVALUATION

### Part A

Dear students, now it's time to do the test to check your competence. Please read the instructions and answer the questions.

*Sekarang waktunya Ananda mengerjakan tes untuk mengetahui kompetensi Ananda. Baca perintah – perintahnya dan jawablah pertanyaan – pertanyaannya!*

For questions 1 – 10, read the dialogue carefully, and then answer the questions.

- Ayu : Hi, Nia.  
Nia : Hi, Ayu. Come in, please.  
Ayu : Do you know there is a good movie at 10 am in XXI?  
How about watching it?  
Nia : I want to ... but you know I'm very busy.  
Ayu : Hey ... it's Sunday, isn't it? Why are you so busy? What are you doing?  
Nia : I am preparing for a performance for my school anniversary celebration.  
Ayu : When is your school anniversary?  
Nia : The day after tomorrow, on September 29th. 2020.  
Ayu : What time is the celebration?  
Nia : From 08.00 a.m. to 02.00 p.m.

Ayu : Well, I think I'll go home. We can watch the movie next Sunday.

Nia : Okay, Nia. I'll pick you up next Sunday at 9.

Ayu : Okay, see you.

1. What are Ayu and Nia talking about?

Your answer: \_\_\_\_\_

2. Where does the dialogue probably take place?

Your answer: \_\_\_\_\_

3. What do Ayu and Nia probably do?

Your answer: \_\_\_\_\_

4. When does the dialogue probably take place?

Your answer: \_\_\_\_\_

5. When is the school anniversary celebration?

Your answer: \_\_\_\_\_

6. On what day is the celebration?

Your answer: \_\_\_\_\_

7. Are Ayu and Nia schoolmates?

Your answer: \_\_\_\_\_

8. How long is the school anniversary celebration?

Your answer: \_\_\_\_\_

9. What are the expressions of asking for information related to time?

Your answer: \_\_\_\_\_

10. What are the expressions of giving information related to time?

Your answer: \_\_\_\_\_

For questions 11 and 12 arrange the words into meaningful expressions.

11. tomorrow – what – the – is – after – day?

Your answer: \_\_\_\_\_

12. the – party – is – on – the – third – of – October – two – thousand – twenty

Your answer: \_\_\_\_\_

For questions 13 and 14 complete the text with the appropriate expressions.

Ayu : Morning, Mom.

Mom : Morning, dear. You get up so early, dear.

Ayu : Yes, Mom. I want to tidy up my bedroom, before going to school. Mom, may I go to Kania's birthday party?

Mom : \_\_\_\_\_ (13)

Ayu : It's next Saturday, Mom. On October 10th, 2020.

Mom : \_\_\_\_\_ (14)

Ayu : At 4 in the afternoon.

Mom : Okay, dear, but you have to go home soon after the party.

Ayu : Alright, Mom. Thank you.

15. Arrange the following expressions into a meaningful dialogue.

1. Arya: Okay, I don't want to be late.
2. Arya: The class after break will start at a quarter past twelve.
3. Arya: Hi, Nyoman. Yes, it's already finished. Do you know

what time it is?

4. Nyoman: It's ten past twelve. What's the matter?
5. Nyoman: We still have five minutes. Let's go to our class.
6. Nyoman: Hi Arya, have you finished your lunch?

## Part B

Find a partner to practise a dialogue based on the situation.

Situation: You meet one of your schoolmates near the school gate before having class. You are asking for information about the time of mid semester test and your friend is giving the information. You end the dialogue by saying thank and taking apart to go to your classroom.

## Answer Key

### Part A

1. Nia's school anniversary celebration.  
Pembahasan: Pada bagian teks transaksi terjadi pertukaran informasi tentang waktu pelaksanaan perayaan ulang tahun sekolah.
2. In Nia's house.  
Pembahasan: Disimpulkan dari ucapan Ayu "Come in, please." dan dari ucapan Nia "Well, I think I'll go home."
3. Students.  
Pembahasan: Disimpulkan dari ucapan Nia "...my school anniversary celebration."
4. On Sunday morning.  
Pembahasan: Disimpulkan dari ucapan Ayu "...it's Sunday, isn't it?"
5. On September 29<sup>th</sup>, 2020.

Pembahasan: Disimpulkan dari ucapan Nia “...on September 29<sup>th</sup>. 2020.”

6. On Tuesday.

Pembahasan: Disimpulkan dari Ayu “...it’s Sunday, isn’t it?” dan ucapan Nia “...The day after tomorrow.”

7. No, they are not.

Pembahasan: Disimpulkan dari Ayu “...“...my school anniversary celebration.” Ayu tidak mengatakan our school yang berarti bahwa mereka belajar di sekolah yang berbeda.

8. Six hours.

Pembahasan: Disimpulkan dari Ayu “From 08.00 a.m. to 02.00 p.m.” Perayaan ulang tahun sekolah tersebut berlangsung dari pukul 8 pagi sampai pukul 2 siang, selama 6 jam.

9. a. When is the school anniversary?

b. What time is the celebration?

Pembahasan: Ada 2 ungkapan meminta informasi tentang waktu, yang pertama meminta informasi tentang hari tanggal pelaksanaan perayaan, yang kedua meminta informasi tentang jam pelaksanaannya.

10. a. The day after tomorrow, on September 29<sup>th</sup>. 2020.

b. From 08.00 a.m. to 02.00 p.m.

Pembahasan: Ada 2 ungkapan memberi informasi tentang waktu, yang pertama memberi informasi tentang hari tanggal pelaksanaan perayaan, yang kedua memberi informasi tentang jam pelaksanaannya.

11. What is the day after tomorrow?

Pembahasan: Kata – kata tersebut tersusun menjadi ungkapan meminta informasi tentang nama hari lusa.

12. The party is on the third of October two thousand twenty.  
Pembahasan: Kata – kata tersebut tersusun menjadi ungkapan memberi informasi tentang tanggal pelaksanaan pesta.
13. When is the party?  
Pembahasan: Karena respon dari ungkapan tersebut adalah memberi informasi tentang hari dan tanggal pesta Kania, maka ungkapan yang tepat adalah meminta informasi tentang hari dan tanggal pesta tersebut dilaksanakan.
14. What time is the party?  
Pembahasan: Karena respon dari ungkapan tersebut adalah memberi informasi tentang waktu dalam jam pesta Kania, maka ungkapan yang tepat adalah meminta informasi tentang waktu dalam jam pesta tersebut dilaksanakan.

15.

- Nyoman : Hi Arya, have you finished your lunch?  
Arya : Hi, Nyoman. Yes, it's already finished. Do you know what time it is?  
Nyoman : It's ten past twelve. What's the matter?  
Arya : The class after break will start at a quarter past twelve.  
Nyoman : We still have five minutes. Let's go to our class.  
Arya : Okay, I don't want to be late.

*Pembahasan: Percakapan diawali dengan sapaan Nyoman ke Arya yang direspon dengan respon Arya terhadap sapaan tersebut. Kemudian pada bagian transaksi terjadi pertukaran informasi tentang waktu, Arya meminta informasi tentang*



waktu (*jam*) kemudian Nyoman merespon dengan memberi informasi tentang waktu (*jam*). Percakapan diakhiri dengan ajakan Nyoman untuk masuk ke kelas dan direspon oleh Arya.

**Rubrik Penilaian dan Pedoman Penskoran Aspek Pengetahuan**

Nomor soal	Kriteria	Skor
1 - 15	Tidak ada jawaban /Jawaban salah	0
	Ada jawaban dengan terdapat kesalahan penulisan kata	1
	Jawaban benar dengan tidak terdapat kesalahan penulisan kata	2
	Jumlah skor maksimal	30

Nilai:  $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

**Part B**

**Rubrik Penilaian dan Pedoman Penskoran Aspek Keterampilan**

Aspek	Kriteria	Skor
Fluency / Kelancaran	Kurang lancar, banyak terdapat keragu - raguan	1
	Lancar, tetapi masih terdapat kerau- raguan.	2
	Lancar	3
	Sangat lancar	4

Accuracy / Ketepatan	Hampir semua ucapan tidak bisa dipahami	1
	Sebagian kecil ucapan sudah dapat dipahami	2
	Sebagian besar ucapan dapat dipahami	3
	Semua ucapan dapat dipahami	4
Pronunciation / Pelafalan	Hampir semua pelafalan tidak benar	1
	Sebagian kecil pelafalan sudah benar	2
	Sebagian besar pelafalan sudah benar	3
	Semua pelafalan sudah benar	4
Intonation / Intonasi	Intonasi hampir semua kata salah	1
	Intonasi sebagian kecil kata sudah benar	2
	Intonasi sebagian besar kata sudah benar	3
	Intonasi semua kata, frasa dan kalimat sudah benar	4
Jumlah skor maksimal		16

Nilai:  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$



Well students, now you have finished doing the evaluation and you have checked your answers, haven't you? Have you got your score? When your score is less than 50, you can ask your parents or your teacher to discuss the difficulties questions. When your score is 50 – 80 you may discuss the difficult questions with your friends. When your score is more than 80 you can continue studying the next module.

*Baiklah Ananda, sekarang Ananda telah menyelesaikan evaluasi dan Ananda sudah mengecek jawaban – jawaban Ananda, bukan? Apakah Ananda sudah mengetahui nilai yang Ananda capai? Apabila nilai Ananda kurang dari 50 Ananda dapat meminta bantuan orang tua atau bapak ibu guru untuk mendiskusikan soal – soal yang Ananda kesulitan. Apabila nilai Ananda 50 - 80, silahkan Ananda mendiskusikan soal - soal yang Ananda kesulitan dengan teman. Dan ketika nilai Ananda 80 atau lebih Ananda dapat melanjutkan mempelajari modul selanjutnya.*

## GLOSSARIUM

- anniversary (noun) : ulang tahun
- announcement (noun) : pengumuman
- calendar (noun) : kalender; penanggalan
- celebration (noun) : perayaan
- closing (noun) : penutup; bagian akhir percakapan yang berfungsi untuk mengakhiri sebuah percakapan antara kedua pihak atau lebih untuk menyelesaikan suatu proses interaksi
- invitation (noun) : undangan; ajakan
- flight (noun) : penerbangan
- opening (noun) : pembukaan; bagian percakapan yang digunakan untuk memulai percakapan atau mengawali proses interaksi
- transaction (noun) : transaksi; bagian percakapan dimana terjadi pertukaran informasi antar pembicara, terjadi saling meminta dan memberi informasi
- timetable (noun) : jadwal; daftar jam dan pelajaran

## DAFTAR PUSTAKA

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## DAFTAR GAMBAR

Pictures	Source
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